



**Education**

---

# Education Specialist Induction Program

**2016-2017**

UCLA Extension Education Department  
Credential Programs at (310) 825-0095  
or [credentials@uclaextension.edu](mailto:credentials@uclaextension.edu)

Table of Contents

Welcome .....3

Important dates and deadlines .....4

Program costs .....4

Financial responsibility .....4

Year one BTSA completers .....5

Dual credential candidates .....5

IIP Pedagogy tracks .....5

Coursework .....6 – 8

Course descriptions .....9 – 12

FAQs .....12 – 13

Application checklist .....14

Application .....15 – 16

Employment verification form .....17

Candidate school site info sheet .....18

SPED transition plan .....19

Transfer credit petition form .....20

Contact:  
 UCLA Extension Education Department Credential Programs at  
 (310) 825-0095 or [credentials@uclaextension.edu](mailto:credentials@uclaextension.edu)

## Welcome

Dear Applicant:

Thank you for your interest in the UCLA Extension Education Specialist Induction Program. This program is designed to support the induction of participating teachers as responsible members of the teaching profession and leads to recommendation for a California Clear Credential; ultimately, increasing retention of new teachers in the profession. Candidates engage in a meaningful local formative assessment system, which becomes a vehicle for the growth and self-reflection required of successful teachers in our state's increasingly diverse classrooms.

The Education Specialist Induction Program provides a flexible and convenient route of teacher credentialing. Benefits that are unique to the UCLA Extension Program include:

- Affordable tuition
- Academic credit
- Fully online class format
- Highly qualified and experienced instructors
- Rigorous, research-based curriculum focused on classroom application
- Opportunity to apply clear coursework towards an Added Authorization
- Three program track options
- The outstanding, internationally-recognized reputation of UCLA and UCLA Extension

Attached is the program application and detailed program information. Eligibility requirements include:

1. Completion and submission of the Education Specialist Induction Program application
2. CA Preliminary / Level One Education Specialist Instruction Credential
3. Grade point average of 3.0 or higher in the preliminary credential program
4. Access to a computer, a valid email address, and working knowledge of basic computer applications including word processing applications, internet browsers, and email
5. Employment verification form indicating current teacher of record assignment within your credential subject area and hire date. If you do not currently have an assignment within your credential subject area, you may still enroll in the program. However, you must have regular access to K – 12 students within your credential subject area as a school employee or volunteer. See FAQ for details
6. Completion of non-coursework renewal requirements such as CBEST, CSET, U.S. Constitution, and equivalent CTC-approved preliminary program evaluation (if listed on your credential)

\*Candidates who obtained their credential outside of California will require additional review.

Eligibility requirements will be reviewed as a whole; therefore, if a candidate has a GPA lower than 3.0, the application will still be considered. Candidates will receive enrollment information upon acceptance.

We look forward to the opportunity of serving you in your professional development.

Cordially,

UCLA Extension Education Department  
[credentials@uclaextension.edu](mailto:credentials@uclaextension.edu)  
310-825-0095

## Important Dates

Quarter:	Application Deadlines:	Quarter Schedules:
Fall 2016	August 1, 2016*	September – December
Winter 2017	November 14, 2016*	January – March
Spring 2017	February 20, 2017*	March – June

\*Applications must be postmarked by the above deadlines; no extensions will be granted.

Note: our mail goes to the main UCLA campus first, then gets routed to us. Therefore, it could take one week to arrive from the time you mail the packet. The review process takes one to two weeks depending on time of submission. Space is not guaranteed; early submission is advised. Incomplete applications will not be considered until complete.

## Program Costs

### Application Fee:

A non-refundable application fee of **\$100** is required upon submission of your application. You may pay via phone by calling 310-825-9971 and providing application code 222019, or by entering this code in the search tab at [uclaextension.edu](http://uclaextension.edu). Check payments are no longer accepted.

### Program Tuition:

Tuition is paid via à la carte course fees. The total tuition depends on which IIP Pedagogy track the candidate is assigned:

Autism Spectrum Disorder (ASD): **\$6607**

Positive Behavior Support (PBS): **\$6607**

Curriculum and Instruction(C&I): **\$6535**

NOTE: The above fees are based on regular course fees. Fees subject to change at any time.

### Additional administrative fees as needed (non-refundable):

- **\$100** – Candidates requesting a review of completed Year One BTSA documentation to determine course equivalencies
- **\$100** – Candidates needing verification of completion of an equivalent CTC-approved preliminary or level-1 credential program (sometimes required for Teachers trained outside of California)
- **\$25** – Candidates requesting any type of program verification letter aside from the above (enrollment, course completion, estimated program completion date, etc.)
- **\$110** – purchase of Tk20 credential system (required – payment instructions TBA)

## Financial Responsibility

This program is ineligible for federal financial aid. It is the sole responsibility of the candidate to pay for the courses by the enrollment deadlines as stated on the individual course grid. Course start dates vary and enrollment deadlines vary according to the course start date. Candidates must enroll in courses by the Friday before the course starts. Dates are provided upon acceptance to the program. Please plan accordingly.

Please visit [www.uclaextension.edu/financialaid](http://www.uclaextension.edu/financialaid) for information on financial assistance options (Extension Grant, Veteran's benefits, private loans, AmeriCorps, etc.) or call 310-825-4246.

### Year one BTSA Completers

For an additional \$100 fee, candidates who have completed their first year of BTSA may submit documentation for a review of course equivalencies. Documentation should include evidence of completion of inquiry activities, other instructional activities, or individual learning plans that address any of the CSTPs or related topics. Documentation must also be signed off and dated by the BTSA coordinator or administrator. Please also include topics and activities that were not yet completed in year two. Documentation must be included with the application packet. If courses have been met via year one BTSA, tuition will be based on how many courses are still required to complete.

To pay the \$100 course equivalency review fee, enter payment code 258189 in the search field at [www.uclaextension.edu](http://www.uclaextension.edu) or call (310) 825-9971. (This fee is in addition to the \$100 application fee with code 222019. Both fees must be paid if requesting course waivers for completed BTSA work).

### Dual Credential Candidates

Candidates who hold both a Preliminary or Level 1 Education Specialist Instruction Credential and a Preliminary Multiple or Single Subject Teaching Credential will have both credentials cleared at the end of the program at no additional cost.

### Education Specialist Induction IIP Pedagogy tracks

Three IIP Pedagogy tracks are available. All three options lead to a Clear Education Specialist Instruction Credential:

Autism Spectrum Disorder (ASD)  
Positive Behavior Support: (PBS)  
Curriculum and Instruction: (C&I)

The appropriate track will be assigned based on the type of credential and authorizations held (ASD, mild to moderate, moderate to severe), employment (SDC, RSP, etc.) and/or transition plan (included in this application packet).

The next three pages outline the quarterly schedule for each track.

### Education Specialist Induction Program Course Sequences

Below is a sample course schedule for candidates beginning the program in Fall Quarter. Individual course grids will be provided upon acceptance to the program. All courses are online and asynchronous, meaning there is no set day or time in which candidates must login. However, this is NOT a self-paced program. Courses must be taken in order as detailed in the individual course grid and candidates must follow the course syllabi and assignment due dates. This requires logging in several times a week.

Some courses have zero units because there is an eighteen unit maximum for the year, per our program approval by the CTC.

#### AUTISM SPECTRUM DISORDER (ASD)

Course #	Fall Course Schedule (September – December)	Units	Fee
728	Education Specialist Induction Program Orientation	0	\$100
837.75A	SPED Inquiry I: SPED Collaboration and Support	0	\$1150
429.21A	Positive Behavior Support for Students with ASD	4	\$650
	<i>Subtotals:</i>	4	\$1900
Course #	Winter Course Schedule (January – March)	Units	Fee
837.75B	SPED Inquiry II: SPED Collaboration and Support	0	\$1150
437.77	Advanced Foundations and Methods of English Language: Literacy Development and Content Instruction	4.5	\$633
429.22A	Academic Strategies for Students with ASD	4	\$650
	<i>Subtotals:</i>	8.5	\$2433
Course #	Spring Course Schedule (March – June)	Units	Fee
837.75C	SPED Inquiry III: SPED Collaboration and Support	0	\$1150
437.81	Advanced Study: Health Education for Teachers	1.5	\$249
429.23A	Effective Collaboration for Students with ASD	4	\$650
837.8	Education Specialist Portfolio Review	0	\$225
	<i>Subtotals:</i>	5.5	\$2274
	<i>Totals: 10 classes</i>	18 units	\$6607

#### Additional Course for the Added Authorization (does not apply to the 18 unit max):

429.20A	Characteristics of Students with ASD (offered in Summer and Winter)	4.5	\$687
---------	---	-----	-------

- Candidates may start in the Fall, Winter, or Spring Quarter
- Orientation is taken during the first quarter
- Portfolio Review is taking during the final quarter
- All other courses are only offered once a year. If a course is missed or failed, the candidate's program end date may be delayed by one year
- Program tracks are tailored to the candidate's type of credential, current teaching assignment, specific student population, and candidate's areas for improvement. The IIP is determined by the candidate, the candidate's employer, and the UCLA Extension Program
- A University Support Provider will be assigned to each candidate and will hold a Clear (Level Two) Credential in the candidate's specific credential area
- Courses must be passed with a grade of C or above. Courses earning a C- or below must be retaken

Education Specialist Induction Program Course Sequences

Below is a sample course schedule for candidates beginning the program in Fall Quarter. Individual course grids will be provided upon acceptance to the program. All courses are online and asynchronous, meaning there is no set day or time in which candidates must login. However, this is NOT a self-paced program. Courses must be taken in order as detailed in the individual course grid and candidates must follow the course syllabi and assignment due dates. This requires logging in several times a week.

Some courses have zero units because there is an eighteen unit maximum for the year, per our program approval by the CTC.

POSITIVE BEHAVIOR SUPPORT (PBS)

Course #	Fall Course Schedule (September – December)	Units	Fee
728	Education Specialist Induction Program Orientation	0	\$100
837.75A	SPED Inquiry I: SPED Collaboration and Support	0	\$1150
428.418	Educating and Supporting Students with EBD through Collaborative Partnerships	4	\$650
	<i>Subtotals:</i>	4	\$1900
Course #	Winter Course Schedule (January – March)	Units	Fee
837.75B	SPED Inquiry II: SPED Collaboration and Support	0	\$1150
437.77	Advanced Foundations and Methods of English Language: Literacy Development and Content Instruction	4.5	\$633
428.423	Supporting Positive Behavior and Peer Relations for Students with EBD	4	\$650
	<i>Subtotals:</i>	8.5	\$2433
Course #	Spring Course Schedule (March – June)	Units	Fee
837.75C	SPED Inquiry III: SPED Collaboration and Support	0	\$1150
437.81	Advanced Study: Health Education for Teachers	1.5	\$249
428.445	Academic Strategies for Students with EBD	4	\$650
837.8	Education Specialist Portfolio Review	0	\$225
	<i>Subtotals:</i>	5.5	\$2274
	<i>Totals: 10 classes</i>	18 units	\$6607

Additional Course for a Certificate of Completion (does not apply to the 18 unit max):			
428.478	Language, Culture, and Inclusion for Students with EBD (offered in Summer)	4	\$650

- Candidates may start in the Fall, Winter, or Spring Quarter
- Orientation is taken during the first quarter
- Portfolio Review is taking during the final quarter
- All other courses are only offered once a year. If a course is missed or failed, the candidate's program end date may be delayed by one year
- Program tracks are tailored to the candidate's type of credential, current teaching assignment, specific student population, and candidate's areas for improvement. The IIP is determined by the candidate, the candidate's employer, and the UCLA Extension Program
- A University Support Provider will be assigned to each candidate and will hold a Clear (Level Two) Credential in the candidate's specific credential area
- Courses must be passed with a grade of C or above. Courses earning a C- or below must be retaken

### Education Specialist Induction Program Course Sequences

Below is a sample course schedule for candidates beginning the program in Fall Quarter. Individual course grids will be provided upon acceptance to the program. All courses are online and asynchronous, meaning there is no set day or time in which candidates must login. However, this is NOT a self-paced program. Courses must be taken in order as detailed in the individual course grid and candidates must follow the course syllabi and assignment due dates. This requires logging in several times a week.

Some courses have zero units because there is an eighteen unit maximum for the year, per our program approval by the CTC.

#### CURRICULUM AND INSTRUCTION (C&I)

Course #	Fall Course Schedule (September – December)	Units	Fee
728	Education Specialist Induction Program Orientation	0	\$100
837.75A	SPED Inquiry I: SPED Collaboration and Support	0	\$1150
437.74A	Advanced Pedagogy for Effective Teaching – Data Driven Instruction	1.5	\$249
437.67	Project Based Learning	1.5	\$249
437.68	Positive Behavior Supports for the K-12 Classroom	1.5	\$249
	<i>Subtotals:</i>	3	\$1748
Course #	Winter Course Schedule (January – March)	Units	Fee
837.75B	SPED Inquiry II: SPED Collaboration and Support	0	\$1150
437.77	Advanced Foundations and Methods of English Language: Literacy Development and Content Instruction	4.5	\$633
437.74B	Advanced Pedagogy for Effective Teaching – Backward Planning Design	1.5	\$249
437.65	Advanced Study: Technology, Teaching, and Learning in the K-12 Classroom	1.5	\$249
	<i>Subtotals:</i>	7.5	\$2281
Course #	Spring Course Schedule (March – June)	Units	Fee
837.75C	SPED Inquiry III: SPED Collaboration and Support	0	\$1150
437.81	Advanced Study: Health Education for Teachers	1.5	\$249
437.79	Advanced Provisions and Strategies for Special Needs Learners Instruction	4.5	\$633
837.8	Education Specialist Portfolio Review	0	\$225
	<i>Subtotals:</i>	6	\$2257
	<i>Totals: 13 classes</i>	18 units	\$6535

- Candidates may start in the Fall, Winter, or Spring Quarter
- Orientation is taken during the first quarter
- Portfolio Review is taking during the final quarter
- All other courses are only offered once a year. If a course is missed or failed, the candidate's program end date may be delayed by one year
- Program tracks are tailored to the candidate's type of credential, current teaching assignment, specific student population, and candidate's areas for improvement. The IIP is determined by the candidate, the candidate's employer, and the UCLA Extension Program
- A University Support Provider will be assigned to each candidate and will hold a Clear (Level Two) Credential in the candidate's specific credential area
- Courses must be passed with a grade of C or above. Courses earning a C- or below must be retaken



## Education Specialist Induction Program Course Descriptions

For individualized course requirements, please see individual course grid provided upon acceptance. Some courses have zero units because there is an eighteen unit maximum per our program approval by the CTC.

### **EDUC 828 Education Specialist Induction Program Orientation (0 units)**

The orientation provides candidates admitted to the Education Specialist Induction Program with an overview of the entire program, including its scope, goals, expectations, requirements, standards, competencies, procedures for finding an on-site Support Provider, and the program's formative assessment system--The Plan, Teach, Reflect, Apply process--which is the focal point of the candidates' inquiry work.

### **EDUC 837.75A SPED Inquiry I: Collaboration and Support (0 units)**

Collaboration between the Education Specialist Induction program, program candidates, and school site administrators creates a professional educational community that provides structures to support program activities and coordinate collaboration and support for all program candidates. This course facilitates the transition from teacher preparation to a Clear Credential by building upon and providing opportunities to demonstrate and apply pedagogical knowledge. Participants are given guidance, expectations, requirements, standards, competencies, procedures for seeking a Support Provider, required number of observations, and the inquiry cycle forms required in the Education Specialist Induction Program Portfolio.

### **EDUC 837.75B SPED Inquiry II: Collaboration and Support (0 units)**

Collaboration between the Education Specialist Induction program, program candidates, and school site administrators creates a professional educational community that provides structures to support program activities and coordinate collaboration and support for all program candidates. This course facilitates the transition from teacher preparation to a Clear Credential by building upon and providing opportunities to demonstrate and apply pedagogical knowledge. Participants are given guidance, expectations, requirements, standards, competencies, procedures for seeking a Support Provider, required number of observations, and the inquiry cycle forms required in the Education Specialist Induction Program Portfolio.

### **EDUC 837.75C SPED Inquiry III: Collaboration and Support (0 units)**

Collaboration between the Education Specialist Induction program, program candidates, and school site administrators creates a professional educational community that provides structures to support program activities and coordinate collaboration and support for all program candidates. This course facilitates the transition from teacher preparation to a Clear Credential by building upon and providing opportunities to demonstrate and apply pedagogical knowledge. Participants are given guidance, expectations, requirements, standards, competencies, procedures for seeking a Support Provider, required number of observations, and the inquiry cycle forms required in the Education Specialist Induction Program Portfolio.

### **EDUC 837.8 Education Specialist Portfolio Review (0 units)**

The Portfolio Review is a course that serves as the culmination of candidates' learning, observations, and field experiences from the formative assessment system and from each course in the Induction program. Candidates will submit all of their Inquiry documents including organized reflections and evidence of knowledge, skills, and abilities. The compilation of Portfolio evidence demonstrates that the candidate has met the competency requirements of the Induction program, and successful completion of the Portfolio leads to a recommendation for a California Clear Credential.

### **EDUC X 437.77: Advanced Foundations and Methods of English Language/Literacy Development and Content Instruction (4.5 units)**

Fulfills a core requirement for the UCLA Extension Multiple/Single Subject Clear University Induction Program and may be used at other institutions with prior approval from the candidate's credential advisor. Enhance your knowledge of EL instruction by mastering specific SDAIE and ELD teaching strategies. Learn to identify and analyze individual EL's test scores and class work, using the data to ensure appropriate learning experiences for students with different levels of English proficiency. Discover how to best scaffold grade-level instruction and content work for different EL proficiency levels and explicitly teach reading comprehension strategies to improve reading proficiency in various genres, particularly nonfiction.

### **EDUC X 437.81: Advanced Study: Health Education for Teachers (1.5 units)**

Fulfills a core requirement for the UCLA Clear Induction Credential and may be used at other institutions with prior approval from the candidate's credential advisor. This course offers a continued exploration of the appropriate use of the California adopted health curriculum and development and implementation of state and local permitted health topics within the K-12 classroom. Topics include prevention and intervention for promotion of safety; analysis of relationships between student health and student learning; means of accessing local and community resources; major state and federal laws related to student health; recognizing and differentiating physical, psychological, emotional, and social health problems; conflict resolution; parental rights regarding

health instruction; implementing a school crisis response plan; alcohol, substance abuse, and other risk behaviors; and various developmental assets and concerns.

### SAMPLES OF IIP PEDAGOGY TRACKS:

In addition to the above required program elements, the Individual Induction Plan (IIP) Pedagogy Track will be determined with the candidate's University Support Provider and employer. Examples of courses that may possibly be taken for individualized IIP Pedagogy Tracks:

#### AUTISM SPECTRUM DISORDER (ASD Added Authorization)

Three of the Added Authorization courses are included in the Education Specialist Induction Program tuition. The 4<sup>th</sup> course is an additional fee if seeking the AA.

##### **EDUC X 429.20A Characteristics of Students with Autism Spectrum Disorder (4.5 units)**

Instruction focuses on an overview of types, characteristics, and symptoms, including a discussion of current research, theories, and myths regarding Autism Spectrum Disorder (ASD). Discussion also includes how ASD features may impact a student's classroom activities, behavior, and learning. The course provides a variety of strategies and practical applications for teachers to use when engaging students with ASD to promote social skills and peer integration, enhance learning, and prevent and manage behavioral challenges.

##### **EDUC X 429.21A Positive Behavior Support for Students with ASD (4 units)**

Learn to manage safe and effective learning environments for students with ASD. Instruction focuses on fostering self-esteem, self-advocacy, appropriate behavior social skills, and successful peer interactions in students with ASD as well as intervention strategies for classroom use.

##### **EDUC X 429.22A Academic Strategies for Students with ASD (4 units)**

This course covers the principles and strategies of assessment, curriculum, and instruction appropriate for students with ASD. The relationship among assessment, data collection, and instructional planning is reviewed and explored. Includes hands-on experience with a variety of instructional and assessment strategies, activities, and materials to help develop a personal pedagogical style appropriate for students with ASD.

##### **EDUC X 429.23A Effective Collaboration for Students with ASD (4 units)**

This course focuses on effective collaboration and communication skills for engaging students with ASD and their caregivers and family members, as well as health professionals and other service providers. Instruction emphasizes participating as a team member in preparing programs for students with ASD as well as developing, implementing, and evaluating integrated services in reflection of transitional stages across the life span.

#### POSITIVE BEHAVIOR SUPPORT (Certificate of Completion)

Three of the Certificate courses are included in the Education Specialist Induction Program tuition. The 4<sup>th</sup> course is an additional fee if seeking the Certificate.

##### **EDUC 428.418 Educating and Supporting Students with Emotional and Behavioral Disorders (EBD) through Collaborative Partnerships (4 units)**

This course addresses specific symptoms, characteristics, and causes of child and adolescent emotional and behavioral disorders (EBD). Issues and implications of these disorders are defined using both special education law (Individuals with Disability Act) as well as psychiatric diagnosis standards (DSM-IV). Includes effects of child abuse/neglect, domestic violence, substance abuse (by the parent and/or student), bullying, and implications for students who are also English Language Learners (ELL). This course also provides instruction in the necessary skills to work effectively with all members of the student with EBD's educational and treatment team, including family and caregivers, mental health professionals, social agency workers, and other service providers. Attention is given to instruction on how to handle difficult and sensitive situations in a calm and professional manner when dealing with caregivers and family. Language and cultural diversity influences also are addressed.

##### **EDUC X 428.423 Supporting Positive Behavior and Peer Relations for Students with EBD (4 units)**

This course focuses on student with EBD and teacher relationships and approaches to progressive disciplinary methods. Includes examples of systematic processes that are differentiated to the student's discipline history, age, cultural and language background, and other relevant factors. The importance of relating the consequences (discipline) to the student behavior is included with emphasis on the use of strategies that promote student self-discipline. Topics include social and peer strategies in the classroom for students with EBD; assessing student behavior; critical examination of ecological, behavioral, social,

emotional, and language factors within the school setting that may affect a student's behavior; prevention and intervention strategies to help the student improve self-management and impulse control; and conflict resolution techniques.

**EDUC X 428.445 Academic Strategies including Response to Intervention for Students with EBD (4 units)**

This course provides knowledge and practical applications to utilize assessment data to design relevant, meaningful, and effective curriculum for students with EBD. This course includes varied instructional strategies such as teacher-directed/mediated, student-initiated, peer-supported, project-based learning, differentiated instruction, ELL instruction, response to intervention (RTI) and vocational/community-supported (i.e., service learning). The course also provides in-depth exploration of research-based intervention and treatment practices that have proven successful in a school-setting. The role of teacher as "interventionist" is discussed. Participants receive detailed instruction on how to implement both an individual and universal (group) intervention in their current classrooms.

**EDUC X 428.478 Language, Culture & Inclusion for Students with EBD (4 units)**

Learn how culture and cultural diversity relates to academic achievement and ways to develop, implement, and evaluate culturally inclusive instruction. Topics include cultural concepts and perspectives, cultural contact; cultural diversity in California and the U.S.; cross-cultural interaction, the roles of culture in the classroom and school; family and community involvement; and culturally inclusive learning environments, curriculum, and instruction. Explore the complexity of minority and immigrant identities to refute assumptions and stereotypes. Topics include current research-based theories of second language acquisition; differences between first and second language; literacy development; cognitive, linguistic, socio-cultural, and affective factors that affect language learning in children of diverse backgrounds; and research-based approaches to English language development in listening, speaking, reading, and writing as they relate to communicative competence. Special attention given to implications for teaching different groups of immigrant and non-immigrant English learners.

**CURRICULUM AND INSTRUCTION PEDAGOGY (C&I)****EDUC X 437.65 Advanced Study: Technology, Teaching, and Learning in the K-12 Classroom (1.5 units)**

This course is an advanced preparation of K-12 teachers in using computer-based technologies and technology resources to support standards-aligned planning, teaching, and assessment, as well as differentiated instruction and equitable access for all students. Includes information on current state and local policies regarding privacy, security, and safety.

**EDUC X 437.67 Project-Based Learning (1.5 units)**

Project-based learning is a student-centered approach that uses complex, interdisciplinary activities to engage students in innovative thinking processes that promote self-directed exploration, collaboration, problem-solving, and decision-making. Designed for K-12 teachers across all subject areas, this course explores the advantages of project-based learning, and gives guidelines on how to succeed using tools and strategies for customizing this approach for individual school settings. Participants learn useful tools for immediate class implementation, including assessment and evaluation of students.

**EDUC X 437.68 Positive Behavior Supports for the K-12 Classroom (1.5 units)**

Learn to create and manage safe and effective classroom environments for diverse learners, including how to foster appropriate behavior, social skills, self-esteem, and self-advocacy in students. Instruction focuses on practical applications of research-based behavioral support interventions as well as facilitating positive peer interactions. Includes examples of systematic processes that are differentiated to the student's discipline history, age, cultural and language background, and other relevant factors. The importance of relating the consequence (discipline) to student behavior is emphasized, including strategies that promote student self-discipline.

**EDUC 437.74A Advanced Pedagogy for Effective Teaching—Data-Driven Instruction (1.5 units)**

This course supports candidates in disaggregating multiple types of data--CST data (including sub-strand data), benchmark exams, and class assessments--in order to determine specific standards and skills that their students have and have not mastered. This data analysis helps teachers plan lessons that target specific learning objectives based on measured learning gaps and differentiate instruction according to individual or small group learning needs.

**EDUC 437.74B Advanced Pedagogy for Effective Teaching--Backward Planning Design (1.5 units)**

Candidates advance their content expertise by organizing and sequencing curriculum to demonstrate the relationships between concepts, themes, and skills. Candidates strategically develop big ideas that are at the core of the subject; develop student-friendly essential questions that highlight the big ideas central to the unit; determine performance-based assessments for a unit of study; and create a scope, sequence, and unit of study following the backwards design model.

**EDUC X 437.79 Advanced Provisions and Strategies for Special Needs Learners Instruction (4.5 units)**

Fulfills a core requirement for the UCLA Multiple/Single Subject Clear University Induction Credential and may be used at other institutions with prior approval from the candidate's credential advisor. Review the full range of special populations, including special education, students with disabilities, advanced learners, and students with a combination of special instructional needs. Topics include legal issues, professional responsibilities, curriculum design, and instructional practices. Explore the importance of establishing working partnerships with families, resource specialists, therapists, psychologists, and other school/community personnel who can support the student's academic achievement. Participants also examine their own curriculum and instructional models with respect to special population students and fostering a strengths-based community of learners.

**FAQ for Unemployed Candidates****What is regular classroom access?**

Unemployed candidates need to be in a classroom that matches the level and subject of the credential that he/she is trying to clear. Regular access to a classroom would be at least once a week to stay on track with the inquiry. The candidate needs to have the ability to co-plan lessons with the teacher, deliver occasional lessons, create assessments, interact regularly with students, collect samples of student work, and have access to student data. It needs to be the same classroom and same students for each inquiry (quarter), but it can change for subsequent inquiries.

**How do I go about obtaining consistent access to students?**

We recommend that you network with a school that is familiar with your teaching, either from prior student teaching, substituting, volunteering, or a school near you that has the appropriate grade levels that correspond to your credential you want to clear. Ask the Site Administrator if you can volunteer to work with a specific class for about 10 weeks per quarter, 3 – 5 hours per week. Most principals are aware of induction programs and familiar with the process, but you should plan to bring a copy of your teaching credential and this FAQ sheet to clarify what you need to do at the school site.

Check with the administrator to see if he or she has any suggestions for which classroom you could work in. As well as obtaining approval from the school, you also need to secure a "host teacher" and get permission from that teacher to work with his or her students. Note: the teacher is not paid, but once you have successfully finished the induction program, we will give the teacher a complimentary enrollment into one of our UCLA Extension Education Department courses.

**How rigorous does it need to be; what should I expect during the one day a week?**

Candidate participation depends on the inquiry question that he or she designs. The most important thing is that it is the SAME group of students each time (so candidates can track longitudinal data and progress.) As a point of reference, here are two examples of different access requirements:

- If a candidate wrote an inquiry question about increasing student achievement for English Language Learners by frontloading vocabulary, he would need time to co-plan with the class teacher for an upcoming series of lessons, schedule a few classes to deliver the material, and have access to assessment data to see student achievement at the end. The candidate would also need access to data where the direct vocabulary instruction did not take place for the sake of comparison. This scenario would require a high level of access for the candidate.
- If a candidate wrote an inquiry question about utilizing different grouping strategies to increase the participation of students with special needs, she would need to observe current grouping strategies and student participation, get approval from the classroom teacher to try different grouping strategies over a few class periods, and observe the changes in participation for his focus students. This would require less access. Both are totally acceptable inquiries.

**What type of collaboration is required of the host teacher?**

Host teachers will need to allow the candidate to co-plan lessons, deliver occasional lessons, create assessments, interact regularly with students, collect samples of student work, and have access to student data. The candidate will also be supported by a University Support Provider.

**What grade level/content area/type of students should I work with?**

Candidates should volunteer in the subject area and grade level (elementary or secondary) of the credential that he or she is trying to clear. As part of the Inquiry, candidates will be asked to work with students who are English Language Learners and students with special needs. Candidates will also need to be able to read the IEP of a student with special needs. Legally, anyone servicing that student is allowed to read his or her IEP at school (candidate cannot make a copy or take it home). Candidates will also need access to student ethnicity, primary language, date of birth, English Language (CELDT) Levels (if applicable), and most recent CST scores in ELA and Math. All of this is in the student's cumulative records. Legally, candidates

are allowed to see this information at the school (again, no copies or taking the files). If the school is not comfortable with that arrangement, we suggest partnering with a teacher at the school who can access the information and discuss it.

**I just completed a portfolio for my preliminary credential. Does any of that writing count/transfer?**

Preliminary credential work on the TPEs does not apply to Induction because the inquiries are meant to be a current action research project about your own practice as a current teacher. Our orientation class discusses the relationship between TPEs and the California Standards for the Teaching Profession (CSTP) which is the basis for Induction. While the work doesn't "transfer", it will provide a basis for understanding to begin the Inquiry process. All of the writing involved in obtaining the Clear credential is based on application of theory in the candidate's current practice.

## Education Specialist Induction Program Application Checklist

The UCLA Extension Education Department looks forward to assisting you through the application process. If we can be of service to you in any step of this process, please feel free to contact us at [credentials@uclaextension.edu](mailto:credentials@uclaextension.edu) or (310) 825-0095.

Applications must be postmarked by the application deadlines on page 4; no extensions will be granted. Note: our mail goes to the main UCLA campus first, then gets routed to us. Therefore, it could take one week or longer to arrive from the time you mail the packet. We will confirm receipt of your application via email. The review process takes one to two weeks depending on time of submission. Space is not guaranteed; early submission is advised. Incomplete applications will not be considered.

A complete Clear program application includes all of the following:

1. Non-refundable \$100 application fee – payable via phone by calling (310) 825-9971 and providing application code 222019 or by entering 222019 in the search tab at [uclaextension.edu](http://uclaextension.edu). Check payments are no longer accepted
2. Education Specialist Induction Program Application (pages 15 – 16)
3. Official transcripts from the preliminary credential program verifying a 3.0 or higher GPA (BA and other transcripts not required unless petitioning for course waivers). If transcript is from an institution outside of the United States, a Foreign Transcript Evaluation must also be submitted. Photocopies of official transcripts are accepted if legible. Unofficial computer printouts are not accepted. Transcripts do not need to be sealed. The GPA requirement is considered on an individual basis and will not necessarily disqualify candidates from the program
4. Copy of Preliminary / Level One Education Specialist Instruction Credential. You may find and print your credential using this link: [www.ctc.ca.gov](http://www.ctc.ca.gov). Click the Search for an Educator button. Be sure to print and submit the detailed information page showing authorizations and renewal codes
5. Employment verification form – if employed (page 17)
6. Three professional letters of recommendation – three signed letters of recommendation on company letterhead. These do not need to be sealed and photocopies are accepted. Previous letters written for employment purposes are accepted but should not be more than two years old. Letters do not need to be specific to this program
7. Resume
8. Candidate School Site Info Sheet – if employed (page 18)

Preliminary credential bridging or transition plan – this is the plan that was developed by you, your support provider and preliminary credential program. Please see a sample of the UCLA Extension document at the end of this packet. This sample template may be used if candidate did not receive one from their preliminary credential program (page 19)

9. Optional: For an additional \$100 fee, candidates who have completed their first year of BTSA may submit documentation for a review of course equivalencies. See page 5 for instructions. This is in addition to the above application fee

### How to Submit

Mail all of the above requirements, together in one package, to the address below. Do not send items separately. Applications with missing requirements will not be reviewed until complete.

UCLA Extension Education Department  
10995 Le Conte Avenue, Suite 639  
Los Angeles, CA 90024

Or, fax to 310-206-5006

## Education Specialist Induction Program Application

Fall                       Winter                       Spring                      SID (office use only): \_\_\_\_\_

Education Specialist Teacher (include subject): \_\_\_\_\_

Resource Specialist     SDC Teacher     Other: \_\_\_\_\_

Do you already hold a Clear credential?     No     Yes via BTSA     Yes via Fifth Year

Did you begin BTSA but not complete it?     No     Yes

How did you hear about our program? \_\_\_\_\_

### General Information

Gender:                       Female                       Male

Name: \_\_\_\_\_  
(last Name, first Name, middle name)

Previous names used: \_\_\_\_\_

Home address: \_\_\_\_\_  
(street address, city, state, zip)

Phone: \_\_\_\_\_                      Email address: \_\_\_\_\_

Social security number\*: \_\_\_\_\_                      Date of birth\* (mm/dd/yy) \_\_\_\_\_

*\*SSN and DOB are required for CTC recommendation*

### Employment Information – please complete if you are employed as a K – 12 Teacher

Name of employing school: \_\_\_\_\_

School address: \_\_\_\_\_  
(street address, city, state, zip)

School district: \_\_\_\_\_

Position: \_\_\_\_\_                      For how long: \_\_\_\_\_

Subject(s) taught: \_\_\_\_\_                      Grade(s): \_\_\_\_\_

Principal Name: \_\_\_\_\_                      Principal Phone: \_\_\_\_\_

Principal Email: \_\_\_\_\_

Academic Background

Degree information				
Name & location of school	Dates attended (mm/yy to mm/yy)	GPA	Type of degree (BA, MS, etc.)	Date completed (mm/yy)

Credential program information				
Name & location of school	Dates attended (mm/yy to mm/yy)	GPA	Type of credential(s) <i>SPED M/M, SPED M/S, Multiple Subject, etc.</i>	Date completed (mm/yy)

Teaching Experience (or Related Experience with Children)

Please list your most recent experience first.

School or Agency	Dates of Service (mm/yy to mm/yy)	Supervisor/Administrator	Contact Phone	Subject

Applicant Agreement

As an applicant to the UCLA Extension Education Specialist Induction Program, I certify to the best of my knowledge that all of the above statements are correct and complete. I also acknowledge and understand the following:

- It is my responsibility to enroll by the enrollment deadlines provided on my individual course grid provided upon acceptance
- I agree to use my individual course grid to track my progress in the program and to update the credential office of any changes in employment or host site status
- If I fall behind on coursework, I agree to contact my instructor(s) and Support Provider immediately to seek assistance
- If a course is not successfully completed with a grade of C or better, it must be retaken at my expense and my clear credential status will be delayed
- My cumulative GPA for the program must be 3.0 or higher before my credential can be renewed
- This is a rigorous program and I have assessed my ability to balance time demands with other professional and personal responsibilities
- My submitted records will not be returned and I will not have access to letters and statements of recommendations or evaluations  
My phone number and email address will be given to my University Support Provider for support and guidance during the program

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Education Specialist Induction Program

**Employment Verification Form**  
(if employed)

Instructions to employer: Complete sections II and III and return to applicant

**I – Applicant information**

Applicant name: \_\_\_\_\_  
(last name, first name, middle name)

Name of employing school: \_\_\_\_\_

School address: \_\_\_\_\_  
(street address, city, state, zip)

School phone: \_\_\_\_\_

**II – Employment Verification**

To be completed by authorized school administrator

School district: \_\_\_\_\_ State: \_\_\_\_\_

Dates (MM/YY)		Position held	Type of teacher	Grade(s) taught	Subject(s) taught
From	To	<input type="checkbox"/> Education Specialist Teacher <input type="checkbox"/> Resource Specialist <input type="checkbox"/> SDC Teacher <input type="checkbox"/> Aide <input type="checkbox"/> Other position – Specify:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
		<input type="checkbox"/> Education Specialist Teacher <input type="checkbox"/> Resource Specialist <input type="checkbox"/> SDC Teacher <input type="checkbox"/> Aide <input type="checkbox"/> Other position – Specify:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
		<input type="checkbox"/> Education Specialist Teacher <input type="checkbox"/> Resource Specialist <input type="checkbox"/> SDC Teacher <input type="checkbox"/> Aide <input type="checkbox"/> Other position – Specify:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		

**III. Employer Verification**

To the best of my knowledge, all information presented on this form is accurate and the education employment listed above was successful.

Name of administrator: \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Candidate School Site Info Sheet  
SPED Induction Program**

**Candidate Information**

Name (Mr./Ms.):	Email Address:
Day Phone:	Other Contact:

**School Site Information**

School Name:			
Address:			
District:			
Position:	Type of Class (RSP, SDC, etc.):		
Grade:	# of Students:		

Principal/SPED Administrator Name:	
Principal/SPED Administrator Phone:	
Principal/SPED Administrator Email:	

General Daily Schedule (student arrival, recess/nutrition, lunch, student departure):	
Best times and days to observe:	
Topics of interest/areas of concern:	

### UCLA Extension Education Specialist Transition Plan

Candidate Name: \_\_\_\_\_

Employing School/District: \_\_\_\_\_

Preliminary Credential Institution: \_\_\_\_\_

Type of Credential (mild/mod, mod/sev, ece): \_\_\_\_\_

TPE DOMAIN	STRENGTHS	CHALLENGES
Making Subject Matter Comprehensible to Students		
Assessing Student Learning		
Engaging and Supporting Students in Learning		
Planning Instruction and Designing Learning Experiences for Students		
Creating and Maintaining Effective Environments for Student Learning		
Developing as a Professional Educator		

Candidate Signature/Date: \_\_\_\_\_

## TRANSFER CREDIT PETITION FORM (Optional Course Waiver Request)

All requests for transfer credit should be submitted electronically to the UCLA Extension Education Department. All information should be completed and documents should be attached as instructed below. All transfer credit petition forms will be reviewed by the Program Director who will decide, at their discretion, if equivalent course credit should be awarded based on the external course content.

Please sign and date the bottom of this form and return to the UCLA Extension Education Department.

Last Name:	First Name:
Email:	Telephone:
Name of Program: Education Specialist Induction Program	

The following items should be attached to this form:

- If not already on file, a university transcript from the institution where previous courses were taken
- A course syllabus
- Other materials may be requested as needed by the evaluator

Please list the coursework below that you have previously taken at a different university that you are petitioning to be waived for existing credit courses. Be sure to list the course number/course name (as listed on the transcript) along with the term it was completed (quarter/semester/year) in the appropriate fields.

UCLA Course # being petitioned:	External University:	Semester/Quarter Completed:	External Course Number:	External Course Title:

Additional Comments Regarding Request:

Signature

Date

You will be notified by the department when a decision has been made on your request.

DEPARTMENT USE ONLY	
Decision:	Reason:
Date:	Evaluator: