University Induction Clear Credential Program

2015-2016

UCLA Extension Education Department
Credential Programs at (310) 825-0095
or credentials@uclaextension.edu
Table of Contents

Welcome ........................................................................................................................................................................... 3
Important dates ................................................................................................................................................................. 4
Program costs ................................................................................................................................................................... 4
Program options ................................................................................................................................................................ 5
Coursework ................................................................................................................................................................. 6 – 8
Course descriptions .................................................................................................................................................. 9 – 11
FAQs ....................................................................................................................................................................... 12 – 13
Clear track application checklist ...................................................................................................................................... 14
Standard track induction application checklist ................................................................................................................ 15
Fast track induction application checklist ........................................................................................................................ 16
Application .............................................................................................................................................................. 17 – 18
Employment verification form .......................................................................................................................................... 19
Transfer Credit Petition form ........................................................................................................................................... 20
CL-855 Verification of Unavailability of a Commission-Approved Induction Program form ............................................ 21

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

Dear Applicant:

Thank you for your interest in the UCLA Extension University Induction Clear Credential 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 University Induction Clear Credential 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
- Three program track options, for both employed and unemployed candidates
- Social Justice emphasis
- 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 University Induction Clear Credential Program application
2. CA Preliminary Multiple or Single Subject Teaching Credential
3. Employment verification form for Clear and Fast Track candidates (included in this packet)
4. CL-855 Verification of Unavailability of a Commission-Approved Induction Program form completed by the applicant’s employer (for Clear track candidates only). Standard Track Induction and Fast Track Induction candidates do not need the CL-855 form.
5. Grade point average of 3.0 or higher in the preliminary credential program
6. Access to a computer, a valid email address, and working knowledge of basic computer applications including word processing applications, internet browsers, and email
7. Unemployed candidates must have regular access to K-12 students as a school employee or volunteer. The class must match the credential subject

*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
(310) 825-0095
### Important Dates

<table>
<thead>
<tr>
<th>Quarter:</th>
<th>Application Deadlines:</th>
<th>Quarter Schedules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>August 7, 2015*</td>
<td>September 7 – December 7, 2015</td>
</tr>
</tbody>
</table>

*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.

### 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 217376, or by entering this code in the search tab at 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 track the candidate is assigned. This program is ineligible for financial aid.

- Clear Track: $4,270*
- Standard Track Induction: $6,820*
- Fast Track Induction: $4,738*
- Plus, one Professional Development course of choice is required. The list of options will be provided upon acceptance. The PD course fees are between $249 and $725

**NOTE:** The above fees are based on regular course fees. Early enrollment fees apply to limited courses.

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

- $100 – Candidates requesting a review of BTSA documentation to determine course equivalencies
- $100 – Candidates needing verification of completion of an equivalent CTC-approved preliminary 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 completion date, etc.)

**Financial Assistance for Displaced or Disadvantaged Workers**
This program is ineligible for financial aid; however, displaced or disadvantaged workers may be eligible for financial assistance through the Workforce Investment Act and California’s Workforce Development system when enrolling in approved Extension Certificate Programs. For students who qualify, the funds may be applied toward the cost of the Induction Clear Credential Program. For detailed information, go to https://www.uclaextension.edu/pages/str/WIB-training.aspx.
University Induction Clear Credential Program Options

Three program options are available. All three options lead to a Clear Multiple or Single Subject credential.

1. **Clear Track**
   a. For full-time teachers working in a K–12 classroom in their credentialed area
   b. Must be teaching in California
   c. Candidates select an onsite Mentor Teacher who guides them through the Inquiry process
   d. Must submit the employment verification form included with this application
   e. Must submit the CL-855 Verification of Unavailability signed by a school administrator
   f. Three quarter program

2. **Standard Track Induction (STI)**
   a. For unemployed teachers, candidates employed in other roles (e.g. school administrator or day-to-day substitute), part-time teachers, and teachers working outside of their credentialed area
   b. Employment must be in or outside of California
   c. A University Support Provider will be assigned to guide candidates through the Inquiry process
   d. No employment verification or cl855 required
   e. Three quarter program
   f. STI candidates must have regular access to K-12 students as a school employee or volunteer

3. **Fast Track Induction (FTI)**
   a. For full-time teachers working in a K – 12 classroom in their credentialed area
   b. Employment must be in or outside of California
   c. Must submit the employment verification form included with this application
   d. A minimum of two years of K – 12 teaching experience, as a contracted teacher, is required (substitute teacher does not qualify)
   e. A letter from current Principal granting approval of the Fast Track option is required
   f. Two years of recent, successful Teacher performance evaluations are required
   g. A University Support Provider will be assigned to guide candidates through the Inquiry process
   h. Two quarter program beginning Winter Quarter only

**BTSA Candidates**

For an additional fee, candidates who have completed one 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 Induction Review fee, enter payment code 258189 in the search field at www.uclaextension.edu or call (310) 825-9971.

**Dual Credential Candidates**

Candidates who hold both a Preliminary Multiple and Single Subject credential will have both credentials cleared at the end of the program at no additional cost.
University Induction Clear Credential Program Course Sequences

Detailed course schedule information will be provided upon acceptance to the program. All courses are online and asynchronous (candidates have the ability to logon at any time).

### CLEAR TRACK COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered Every Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear University Induction Orientation</td>
<td>0</td>
<td>$100</td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>1.5</td>
<td>$225</td>
</tr>
<tr>
<td>Elective PD (Professional Development)</td>
<td>1.5</td>
<td>$249 - $725</td>
</tr>
<tr>
<td><strong>Fall Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Inquiry I: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Pedagogy for Effective Teaching: Data Driven Instruction</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Culture and Inclusion</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td><strong>Winter Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Inquiry II: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Pedagogy for Effective Teaching: Backward Planning Design</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Foundations and Methods of English Language: Literacy Development and Content Instruction</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td><strong>Spring Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Inquiry III: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Study: Health Education for Teachers</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Provisions and Strategies for Special Needs Learner Instruction</td>
<td>4.5</td>
<td>$633</td>
</tr>
</tbody>
</table>

**Total: 12 Classes / 30 units – estimated quarterly tuition = $1,400**

- Candidates may start in the Fall, Winter, or Spring Quarter
- Orientation must be taken during the first quarter that the candidate begins the program
- Candidates must choose one elective Professional Development course on a topic of their choice that will help them to grow as a professional educator
- Candidates complete the Portfolio Review in the third quarter of the program or after completion of all required coursework
University Induction Clear Credential Program Course Sequences

Detailed course schedule information will be provided upon acceptance to the program. All courses are online and asynchronous (candidates have the ability to logon at any time).

**STANDARD TRACK INDUCTION COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Offered Every Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear University Induction Orientation</td>
<td>0</td>
<td>$100</td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>1.5</td>
<td>$225</td>
</tr>
<tr>
<td>Elective PD (Professional Development)</td>
<td>1.5</td>
<td>$249 - $725</td>
</tr>
<tr>
<td><strong>Fall Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Fieldwork Support I</td>
<td>6.0</td>
<td>$850</td>
</tr>
<tr>
<td>MSSS Inquiry I: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Pedagogy for Effective Teaching: Data Driven Instruction</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Culture and Inclusion</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td><strong>Winter Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Fieldwork Support II</td>
<td>6.0</td>
<td>$850</td>
</tr>
<tr>
<td>MSSS Inquiry II: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Pedagogy for Effective Teaching: Backward Planning Design</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Foundations and Methods of English Language: Literacy</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td>Development and Content Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Quarter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Fieldwork Support III</td>
<td>6.0</td>
<td>$850</td>
</tr>
<tr>
<td>MSSS Inquiry III: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Study: Health Education for Teachers</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Provisions and Strategies for Special Needs Learner</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 15 Classes / 48 units – estimated quarterly tuition = $2,200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Candidates may start in the Fall, Winter, or Spring Quarter

• Orientation must be taken during the first quarter that the candidate begins the program

• Candidates must choose one elective Professional Development course on a topic of their choice that will help them to grow as a professional educator

• Candidates complete the Portfolio Review in the third quarter of the program or after completion of all required coursework
University Induction Clear Credential Program Course Sequences

Detailed course schedule information will be provided upon acceptance to the program. All courses are online and asynchronous (candidates have the ability to logon at any time).

FAST TRACK INDUCTION COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear University Induction Orientation</td>
<td>0</td>
<td>$100</td>
</tr>
<tr>
<td>MSSS Fieldwork Support II</td>
<td>6.0</td>
<td>$850</td>
</tr>
<tr>
<td>MSSS Inquiry II: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Pedagogy for Effective Teaching: Backward Planning Design</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Foundations and Methods of English Language: Literacy Development and Content Instruction</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td>Elective PD (Professional Development) – may be taken in winter or spring</td>
<td>1.5</td>
<td>$249 - $725</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSS Fieldwork Support III</td>
<td>6.0</td>
<td>$850</td>
</tr>
<tr>
<td>MSSS Inquiry III: Collaboration and Support</td>
<td>3.0</td>
<td>$350</td>
</tr>
<tr>
<td>Advanced Study: Health Education for Teachers</td>
<td>1.5</td>
<td>$249</td>
</tr>
<tr>
<td>Advanced Provisions and Strategies for Special Needs Learner Instruction</td>
<td>4.5</td>
<td>$633</td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>1.5</td>
<td>$225</td>
</tr>
<tr>
<td>Total: 11 Classes / 33 units – estimated quarterly tuition = $2,300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• To enroll as Fast Track candidates, applicants must provide verification and evidence of the following criteria:

  (1) Letter from applicant’s current principal granting approval of the fast track option
  (2) Two years or more of K-12 teaching experience as a contracted teacher
  (3) Copies of satisfactory teacher performance evaluations from employing school(s) for the past two years

• Fast Track Induction begins in the Winter Quarter only

• Fast Track Induction Program candidates only complete the second and third quarter course sequence. The eligibility criteria required to participate in the Fast Track waives the coursework requirement embedded in the Fall course sequence

• Candidates complete the Portfolio Review in the third quarter of the program or after completion of all required coursework
University Induction Clear Credential Program Course Descriptions

For individualized course requirements, please see individual course grid provided upon acceptance.

EDUC 837 Clear University Induction Orientation (0 units)
The orientation provides candidates admitted to the Clear University 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 X 437.72 MSSS Fieldwork Support I (6 units)
Inquiry I engages Induction candidates in the Plan, Teach, Reflect, Apply process with an onsite Support Provider who will assist in the completion of the inquiry process through reflective conversations, observations, feedback, and mentorship. This inquiry focuses on the foundation of effective classrooms—behavior management, routines and structures, inclusive and equitable environments, and health and safety. The candidates will learn more in-depth information about their students and families, school, district and community and reflect on the effect that this information will have on his or her classroom environment and instructional practice. Candidates will choose an inquiry question aligned to CSTP 2 and Program Standard 6—Universal Access: Equity for all Students—where they will be able to implement and monitor a chosen pedagogical practice. Candidates will also select a focus student who is experiencing difficulty integrating into the classroom environment and will identify and implement instructional strategies to assist the student.

This course is completely field based. All activities and writing reflections will be conducted in the candidate's classroom and school by the candidate and his/her Support Provider. All Inquiry forms will be placed in the Induction Portfolio as evidence of meeting the CSTPs and Induction standards, as well as growth in professional practice.

EDUC X 437.73 Advanced Culture and Inclusion (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. This course examines methods to protect and support all students by designing and implementing equitable and inclusive learning environments. Participants address planning and delivery of instruction in a manner designed to address and minimize bias in classrooms, schools, and larger educational systems using culturally responsive pedagogical practices. Topics include academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; and students with a combination of special instructional needs.

EDUC X 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 X 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 437.75A MSSS Inquiry I: Collaboration and Support (3 units)
Collaboration between the Teacher Induction program, program candidates, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. In order to facilitate the transition from teacher preparation to a clear credential by building upon and providing opportunities for demonstration and application of pedagogical knowledge, concurrent enrollment in this course is required while completing the other Induction program requirements. In addition, participants will be provided with guidance, expectations, requirements, standards, competencies, the procedures regarding seeking a Support Provider, required number of observations, and inquiry cycle forms that are required in the Clear Credential Portfolio. Note: This course is taken concurrently with each Inquiry; thus, this course will be taken three times.
EDUC X 437.75B MSSS Inquiry II: Collaboration and Support (3 units)
Collaboration between the Teacher 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 Clear University Induction Program Portfolio.

EDUC X 437.75C MSSS Inquiry III: Collaboration and Support (3 units)
Collaboration between the Teacher 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 Clear University Induction Program Portfolio.

EDUC X 437.76 MSSS Fieldwork Support II (6 units)
The Second Inquiry focuses on the development of content area expertise, as well as the art of using a variety of instructional strategies. With the mentorship of their onsite Support Provider, candidates will choose an English Language Learner student as a focus student, requiring candidates to complete an in-depth study of the student's language strengths and weaknesses; and identify research based accommodations for that student. In addition, candidates will carefully examine student work, identify areas of growth, and choose an inquiry question that will directly address the areas of growth identified. Candidates will assess student growth at the completion of the unit of study by administering a summative assessment, and in particular, assess the focus student's growth in language development. This Inquiry is aligned to CSTP 3-Understanding and Organizing Subject Matter for Student Learning, and CSTP 4-Planning Instruction and Designing Learning Experiences for All Students.

This course is completely field based. All activities and writing reflections will be conducted in the candidate's classroom and school by the candidate and his/her Support Provider. All Inquiry forms will be placed in the Induction Portfolio as evidence of meeting the CSTPs and Induction standards, as well as growth in professional practice.

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 437.78 MSSS Fieldwork Support III (6 units)
CSTP 4: Planning Instruction and Designing Learning Experiences for All Students; CSTP 5: Assessing Student Learning
The Third Inquiry focuses on planning effective differentiated lessons and intervention through the analysis of multiple forms of data. With the mentorship of their onsite Support Provider, candidates will choose a Special needs student as a focus student, requiring candidates to complete an in-depth study of the student's IEP; and identify research based strategies for that student. In addition, candidates will create, administer, and examine classroom based assessments, identify trends in achievement for particular groups of students, and choose an inquiry question about planning and differentiation of instructions that includes multi-tiered interventions as appropriate based on assessed individual, academic language and literacy and diverse learning needs for a full range of learners.

This course is completely field based. All activities and writing reflections will be conducted in the candidate's classroom and school by the candidate and his/her Support Provider. All Inquiry forms will be placed in the Induction Portfolio as evidence of meeting the CSTPs and Induction standards, as well as growth in professional practice.
EDUC X 437.79 Advanced Provisions and Strategies for Special Needs Learner Instruction (4.5 quarter 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.

EDUC X 437.80 Portfolio Review (1.5 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 Clear Credential 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 Clear Credential program, and successful completion of the Portfolio leads to a recommendation for a California Clear Credential.

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.
FAQs for Standard Track Induction

What is regular classroom access?
Candidates in the Standard Track Induction option 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 clear program, we will give the teacher a complimentary enrollment into one of our UCLA Extension Education Department courses.

Criteria for Site Selection
1. The curriculum and related instructional materials used by standard induction program and clear program candidates at the school site when planning, delivering instruction, and assessing learning, must be based on preK-12 state- or nationally-adopted academic content standards and student performance levels. Here in California, that would mean that the curricula, assessments, and instructional planning are aligned with the California content standards for a particular grade level, which include the Common Core Standards for mathematics and language arts. Individuals who are teaching outside of California will also need to plan, deliver instruction, and assess learning and use curriculum materials aligned with state-, regionally-, or nationally-adopted standards in the state or country where they are teaching.

2. At the school site, the student group with which standard induction program and clear program candidates are working must afford the opportunity to plan, deliver, and assess differentiated, standards-based instruction for a range of learners. In particular:
   a. The program’s winter quarter inquiry assignment will require that standard induction program and clear program candidates select, collect data about, and provide individualized instruction for an English language learner or for a student with a language difference who will benefit from individual interventions in English reading, writing, speaking, and/or listening.
   b. The program’s spring inquiry assignment will require that standard induction program and clear program candidates select, collect data about, and provide individualized instruction for a special needs student or for a student with a learning difference who will benefit from individualized interventions. The standard induction and clear candidate must have access to or be able to collect multiple sources of data regarding the student’s special learning need (e.g., cumulative school records, different assessments, interviews with teachers or parents, etc.).

3. For standard induction candidates who are assigned a university support provider, the language spoken during observed instruction at the host site must be comprehensible to the support provider. Individuals who expect to be teaching in a language other than English must notify the Induction/Clear Credential Program Coordinator prior to the assignment of the support provider.

4. Standard induction candidates must be able to record or live stream themselves carrying out a lesson plan with students. Candidates must be able to submit recordings to their assigned university support provider for observation.

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.

What activities will I be doing with students in the classroom?
It depends on the Inquiry focus. Typically you need to be able to engage in the planning process, make instructional decisions, design assessments, have access to records and data (while on campus only), and conduct quarterly independent lessons with small or whole group instruction. The actual nature of the activities, lessons, and assessments would completely depend on the Inquiry designed.
Clear Track 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 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 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.

A complete Clear program application includes the following:

1. University Induction Clear Credential Program Application
2. Non-refundable $100 application fee – payable via phone by calling (310) 825-9971 and providing application code 217376 or by entering 217376 in the search tab at uclaextension.edu. Check payments are no longer accepted
3. Official transcripts from the preliminary credential program verifying a 3.0 or higher GPA. 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 Multiple or Single Subject credential. You may find and print your credential using this link: 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 (included in application)
6. Completed and signed CL-855 Verification of Unavailability of a Commission-Approved Induction Program form (included in application)
7. Professional letters of recommendation – three signed letters of recommendation on company letterhead. These do not need to be sealed; photocopies are accepted
8. Resume
9. Optional: For an additional fee, candidates who have completed one 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 Induction Review fee, enter payment code 258189 in the search field at www.uclaextension.edu or call (310) 825-9971.

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
Standard Track Induction 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 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 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.

A complete application includes the following:

1. University Induction Clear Credential Program Application

2. Non-refundable $100 application fee – payable via phone by calling (310) 825-9971 and providing application code 217376 or by entering 217376 in the search tab at uclaextension.edu. Check payments are no longer accepted.

3. Official transcripts from the preliminary credential program verifying a 3.0 or higher GPA. 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 Multiple or Single Subject credential. You may find and print your credential using this link: 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. Professional letters of recommendation – three signed letters of recommendation on company letterhead. These do not need to be sealed; photocopies are accepted.

6. Resume.

7. Optional: For an additional fee, candidates who have completed one 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 Induction Review fee, enter payment code 258189 in the search field at www.uclaextension.edu or call (310) 825-9971.

STI candidates must have regular access to K-12 students as a school employee or volunteer. A site does not need to be secured before applying to or enrolling in the program; however, a site must be secured before the end of Orientation. Therefore, we recommend planning accordingly. Please see the Criteria for Site Selection on the FAQ.

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
Fast Track Induction 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 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 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.

A complete Clear application includes the following:

1. University Induction Clear Credential Program Application
2. Non-refundable $100 application fee – payable via phone by calling (310) 825-9971 and providing application code 217376 or by entering 217376 in the search tab at uclaextension.edu. Check payments are no longer accepted.
3. Official transcripts from the preliminary credential program verifying a 3.0 or higher GPA. 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 Multiple or Single Subject credential. You may find and print your credential using this link: 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. Letter from current Principal granting approval of the Fast Track option.
6. Two years of recent, successful performance evaluations.
7. Verification of two or more years of K – 12 teaching experience as a contracted teacher.
8. Professional letters of recommendation – three signed letters of recommendation on company letterhead. These do not need to be sealed; photocopies are accepted.
9. Resume.
10. Optional: For an additional fee, candidates who have completed one 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 Induction Review fee, enter payment code 258189 in the search field at www.uclaextension.edu or call (310) 825-9971.

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
University Induction Clear Credential Program Application

☐ Fall ☐ Winter ☐ Spring SID (office use only): _______________________

☐ Clear Track ☐ Standard Track Induction ☐ Fast Track

☐ Multiple Subject ☐ Single Subject (indicate subject): _______________________

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/yyyy) ____________________________

*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

<table>
<thead>
<tr>
<th>Name &amp; location of school</th>
<th>Dates attended (mm/yy to mm/yy)</th>
<th>GPA</th>
<th>Type of degree (BA, MS, etc.)</th>
<th>Date completed (mm/yy)</th>
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Credential program information

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<tr>
<th>Name &amp; location of school</th>
<th>Dates attended (mm/yy to mm/yy)</th>
<th>GPA</th>
<th>Type of credential(s) (MS, SS, SPED M/M, etc.)</th>
<th>Date completed (mm/yy)</th>
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Teaching Experience (or Related Experience with Children)

Please list your most recent experience first.

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<tr>
<th>School or Agency</th>
<th>Dates of Service (mm/yy to mm/yy)</th>
<th>Supervisor/Administrator</th>
<th>Contact Phone</th>
<th>Subject</th>
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Applicant Agreement

As an applicant to the UCLA Extension University Induction Clear Credential 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:

- 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 (STI and FTI candidates)
- 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

Signature: ___________________________ Date: ___________________________
University Induction Clear Credential Program

Employment Verification Form
For Clear Track and Fast Track Induction only
(not required for Standard Track Induction)

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: ________________________________

<table>
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<tr>
<th>Dates (MM/YY)</th>
<th>Position held</th>
<th>Type of teacher taught</th>
<th>Grade(s) taught</th>
<th>Subject(s) taught</th>
</tr>
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<tbody>
<tr>
<td>From</td>
<td>To</td>
<td>☐ Teacher ☐ Aide ☐ Day-to-day Substitute ☐ Long-term Substitute ☐ Other position – Specify:</td>
<td>☐ Full-time ☐ Part-time</td>
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<td>☐ Teacher ☐ Aide ☐ Day-to-day Substitute ☐ Long-term Substitute ☐ Other position – Specify:</td>
<td>☐ Full-time ☐ Part-time</td>
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<td>☐ Teacher ☐ Aide ☐ Day-to-day Substitute ☐ Long-term Substitute ☐ Other position – Specify:</td>
<td>☐ Full-time ☐ Part-time</td>
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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: ________________________________
TRANSFER CREDIT PETITION FORM

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: University Induction Clear Credential 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 campus 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.

<table>
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<tr>
<th>UCLA Course # being petitioned:</th>
<th>External University:</th>
<th>Semester/Quarter Completed:</th>
<th>External Course Equivalent Number:</th>
<th>External Course Title:</th>
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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:
Verification of Unavailability of a Commission-Approved Induction Program

This form must be completed by an employing agency when a Commission-approved Induction Program is not available to a teacher. After this form is completed the teacher must provide it to an institution of higher education in advance of enrollment in a Commission-approved general education clear credential program. A copy of this form must be kept on file at the institution of higher education.

Employing Agency: ______________________________________________________________________

Name of Applicant: ______________________________________________________________________

FIRST                             MIDDLE                             LAST

Type of Credential: □ Multiple Subject   □ Single Subject   Subject(s) _________________

As the authorized representative of the employing agency listed above, I certify that the beginning teacher has earned a five-year preliminary multiple or single subject teaching credential issued on the basis of completion of an SB 2042 teacher preparation program with an issuance date of 8/30/04 or later and is either:

□ Required under the federal No Child Left Behind (NCLB) Act to complete subject matter course work in relationship to the current teaching assignment OR

□ Eligible for induction, however, a Commission-approved induction program is not available within the employing agency, induction consortium or local university.

Signature: ____________________________  Date: ________________________

Name and Title: _________________________________________________________________________________

Contact Phone Number: ________________________________________________________________________

Email Address: ______________________________________________________________________________

Note: For a district or county office of education, this form must be signed by the district or county superintendent or his or her designee.

For programs sponsored by a private K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency, the individual legally authorized to sign documents on behalf of the organization or a designee will be responsible for signing this form.