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Vision Statement for UCI Educator and Leadership Preparation Programs

The UCI School of Education’s vision is to improve educational opportunities in the university, community and public schools. We are dedicated to producing innovative, cutting-edge research and cultivating the next generation of educators and leaders who will contribute to a transformational shift in education, ensuring that all students are adequately prepared as successful and productive participants in a democratic society. To this end, the UCI educator certification programs are committed to preparing candidates who:

- Implement research-based practices aligned with the needs of California’s diverse learners
- Demonstrate critical agency, advocacy and leadership to improve the educational experiences of underserved students in California public schools
- Reflect critically and consistently about student learning, teaching practice and school-wide systems
- Strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being
- Challenge deficit narratives about diverse students’ success at school
- Collaborate with school and local communities to leverage and enhance resources, assets and knowledge.
Teacher Preparation Core Commitments

UCI
Master of Arts in Teaching

School and Community

Learning from Practice

Equity

Learning and Learners

Teaching & Learning in Content Areas

Leadership & Agency
Fall Quarter: Fieldwork and Student Teaching Description

UCI Candidates enroll in a 14-month program to earn both their Multiple Subject Teaching Credential and their Master of Arts in Teaching (MAT). During the program, each candidate will have 2 school placements, the first in fall quarter and the second during winter/spring quarter. Their UCI coursework begins in the summer with foundational courses in learning theory, child development, sensemaking, history of public school, assessment, equity and technology. As the candidates progress to fall quarter, they enroll in their methods courses for science, math, reading, P.E., health, language arts and ELD.

Their fall placement is their first placement, and for some candidates, their first experience in an elementary school classroom as an adult. The fall placement starts out as fieldwork observation and participation, with the candidate observing and assisting the mentor teacher. The candidate eventually advances to student teaching during the last three weeks in December and attends student teaching Monday-Friday.

<table>
<thead>
<tr>
<th>2 placements = Fieldwork + student teaching</th>
<th>Fall Quarter 2019</th>
<th>Winter Quarter 2020</th>
<th>Spring Quarter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Placement</td>
<td>August–December</td>
<td>January – March</td>
<td>April – June</td>
</tr>
<tr>
<td>Fieldwork + Student Teaching</td>
<td>Fieldwork + Student Teaching</td>
<td>Student Teaching</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>2 days a week of observation and participation from the 1st day of school until winter break.</td>
<td>5 days a week of student teaching (co-teaching) the last 3 weeks in December.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 hours of CTC required training.</td>
<td>240</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>New UCI Mentor Teachers will complete 10 hours of CTC required training.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Placement</td>
<td>4 days a week of student teaching</td>
<td>5 days a week of student teaching</td>
<td></td>
</tr>
<tr>
<td>New UCI Mentor Teachers will complete 10 hours of CTC required training.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hours</td>
<td>120+</td>
<td>150</td>
<td>Placement 1</td>
</tr>
<tr>
<td>Placement 1</td>
<td>150</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Placement 2</td>
<td>240</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

The UCI Multiple Subject Coordinator, Susan Toma-Berge, arranges the placements in collaboration with school and district administrators. Candidates attend to their school placement starting with the first day of school, unless a UCI class is scheduled that day. Candidates continue to attend their fieldwork placement 2 days a week until December, when they attend 5 days a week until the school goes on break. In January, the candidate will move to a new student teaching placement in order to have an alternate grade level experience.

Each candidate is assigned a UCI Supervisor who will visit the classroom in early fall to meet with both the candidate and Mentor Teacher. The supervisor will formally observe the candidate once on video and once in person.
Fieldwork Expectations

Fieldwork candidates observe the mentor teacher and participate in the daily activities of the classroom. Use this opportunity to learn from an experienced teacher. Ask questions and ask for opportunities to practice. Some of your UCI courses will have assignments that require work with students. Communicate with your mentor teacher in a timely manner regarding these assignments.

Fieldwork candidates will

- attend their fieldwork hours for 2 full days a week until December
- observe their mentor teacher and ask questions
- meet with mentor teacher to develop Norms for communication
- interact with students as needed
- learn all students’ names
- learn all classroom routines and procedures
- organize materials for the mentor teacher
- be professional and positive with all other students and adults at the school site
- be professional and positive with parents, but not share any evaluative information
- attend school events such as Back to School night, festivals, concerts
- communicate with mentor teacher in a timely manner about any UCI assignments that require work with students
- Co-teach with mentor teacher (collaborative planning, teaching and assessment)
- Slowly take on more responsibility in order to prepare for student teaching
- show initiative
- dress appropriately

Student Teaching Expectations

Student teachers take on greater responsibility for planning and teaching in December. Implement the ideas and strategies you observed from your mentor teacher and learned through your UCI courses.

Student Teachers will

- attend student teaching Monday-Friday in December
- Plan and teach (independently or in collaboration with the mentor) a minimum of 3 lessons each week
- Co-teach the rest of the day with the mentor teacher
- Complete the Literacy Task
- Assess student work (independently or in collaboration with the mentor) to plan for future instruction
- Assume responsibility for classroom management

From the Responsibilities Document: Credential candidates are allowed to participate at school sites at the pleasure of the cooperating school and school district and can be removed without cause from fieldwork and/or student teaching assignments by the cooperating school or school district. Candidates must meet all expectations of the cooperating school and school district at all times including, but not limited to: dress and grooming standards, professional conduct, and classroom performance. Professional conduct is deemed to include language or behavior in the classroom, publicly accessible images or behavior in social media, or publicly accessible conduct after school hours that would be considered a breach of professional conduct. The University may become informed of these types of infractions through various means, but upon being informed will take necessary action.
### Fieldwork & Student Teaching Progression during Fall Quarter 2019

<table>
<thead>
<tr>
<th>August - September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe, assist and support</td>
<td>Observe, assist, support and practice</td>
<td>Observe, assist, support, practice and co-teach</td>
<td>Plan, teach and co-teach</td>
</tr>
</tbody>
</table>

#### Building Rapport
- Meet with MT
- Meet students
- Meet principal
- Meet other school staff
- Observe how MT learns about students
- Observe how MT interactions with parents
- Maintain open communication with MT
- Interact with every student, daily
- Offer classroom support to MT
- Get acquainted with the principal and other school staff.

#### Classroom Management
- Observe MT’s management system
- Observe MT’s use of routines and procedures
- Observe MT’s transitions between tasks
- Circulate while MT is teaching to support classroom management
- Recognize positive student behavior
- Practice classroom management
  - Take over routines: e.g. walk students to recess/lab/P.E, pick students up from recess, lunch, etc.
  - Class business: attendance, collect HW, calendar, HW & notes distributed, collect belongings, etc.
- Implement classroom management system
- Utilize established routines and procedures.

#### Working with students / Instruction
- Observe MT’s instruction
- Review student work with MT
- Assist MT by working with individual students
- Assist MT by giving individual assessments
- Circulate around the room while MT is teaching to support students
- Observe how your MT plans and designs lessons
- Let MT know of any UCI assignments that require students
- Participate in planning with your MT
- Consistently work with a small group of students to provide academic support
- Address whole class for routine tasks: picking up Chromebooks, transitions between tasks, clean up, etc.
- Collaborate with MT when reviewing/assessing student work
- Plan with MT to set up time for you to complete your UCI assignments.
- Instruct and assess students individually, in small groups and whole class.
- Complete UCI assignments that require planning and teaching lessons.
- Teach whole class and/or small group lesson (lessons planned by, or in collaboration with MT)

#### Candidacy Outcomes
- Candidate uses knowledge of students to plan learning experiences.
  
  **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

- Candidate assumes responsibility for classroom management.
  
  **TPE 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

- Candidate plans and teaches at least 3 lessons/week and co-teaches with MT daily.
  
  **TPE 3.3** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

- Candidate applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

  **TPE 5.1**
<table>
<thead>
<tr>
<th>Co-teaching strategies</th>
<th>August - September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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</thead>
<tbody>
<tr>
<td>Supportive Co-teaching</td>
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<tr>
<td>- One teach/ one observe</td>
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<tr>
<td>- One teach/ one support</td>
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<tr>
<td>- One teach/ one assist</td>
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<tr>
<td>Complementary Co-teaching</td>
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<tr>
<td>- Record and Edit</td>
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<td></td>
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<tr>
<td>- Demonstrations</td>
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<tr>
<td>Parallel Teaching</td>
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<tr>
<td>Team Teaching</td>
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</tbody>
</table>

Visit this LINK for more information about Co-teaching.

<table>
<thead>
<tr>
<th>Literacy Task</th>
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<tbody>
<tr>
<td>Multiple subject candidates</td>
<td>Candidate completes the Context for Learning section.</td>
<td>Candidate collects and makes copies of the whole class completed formative assessment.</td>
<td>Candidate teaches one lesson to at least the 3 focus students (can be a larger group or the whole class).</td>
</tr>
<tr>
<td>complete a required performance assessment in literacy during the fall quarter.</td>
<td>Candidate asks MT to help identify a learning segment with a focus on an essential literacy strategy and related skills.</td>
<td>Candidate analyzes the whole class results of the formative assessment.</td>
<td>Candidate collects the re-engagement assessments from the lesson.</td>
</tr>
<tr>
<td>Visit this LINK for more information about the Literacy Task.</td>
<td>Candidate asks MT to help identify a formative assessment that the whole class completed as part of the learning segment.</td>
<td>Candidate identifies the three focus students and plans the re-engagement lesson.</td>
<td>Candidate evaluates the effectiveness of the strategies used during the re-engagement lesson.</td>
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<tr>
<td></td>
<td>Candidate completes a Learning Segment Overview that provides context for the formative assessment.</td>
<td></td>
<td>Candidate writes the Literacy Task commentary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fieldwork &amp; Student Teaching</th>
<th>2 days a week Tuesdays/Thursdays</th>
<th>M-F for last 3 weeks in December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each candidate is assigned UCI supervisor during fall quarter to monitor progress and keep MT informed of candidate expectations.</td>
<td>Supervisor meet/greet with candidate and mentor teacher</td>
<td>Video observation based on a UCI class assignment.</td>
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<td></td>
<td>In-person observation scheduled in collaboration with the MT and candidate.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UCI Courses</th>
<th>Mondays/Wednesdays/Fridays 9:00 am - 4:00 pm &amp; 7:00 pm</th>
<th>Most UCI courses concluded by December.</th>
</tr>
</thead>
<tbody>
<tr>
<td>301: Fieldwork Seminar</td>
<td>322A: Math Methods</td>
<td>326: Reading Methods</td>
</tr>
<tr>
<td>320: PE/Health</td>
<td>323B: Science Methods</td>
<td>362: ELA/ELD</td>
</tr>
</tbody>
</table>
# MAT Program Overview: 14 Months

<table>
<thead>
<tr>
<th>Dates</th>
<th>Summer 1 Session 1</th>
<th>Summer 1 Session 2</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer 2 Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 24-July 26</td>
<td>Aug 5-Sep 6</td>
<td>Sept 16-Dec 20</td>
<td>Jan 6- March 20</td>
<td>March 30 – June 12</td>
<td>June 22-July 24</td>
</tr>
<tr>
<td><strong>Teaching and Learning in the Content Areas:</strong> Candidates develop effective teaching practices that support students’ learning in specific disciplines.</td>
<td><strong>Orientation, 6/21 9:00 am-2:00 pm</strong>&lt;br&gt;364 Instructional Design and Ed. Tech in the Elementary Classroom (2)&lt;br&gt;323A Science Methods (2)</td>
<td>301 Fieldwork Seminar (2)&lt;br&gt;323B Science Methods (2)&lt;br&gt;326 Methods for Elementary Reading (4)</td>
<td>304 Student Teaching Seminar (8)&lt;br&gt;325 Teaching Visual and Performing Arts (2)</td>
<td>304 Student Teaching Seminar (12)&lt;br&gt;359 Social Studies and Information Literacy (4)</td>
<td><strong>362 ELA/ELD (4)</strong>&lt;br&gt;320 P.E./Health (4)&lt;br&gt;322A Math Methods (4) 322B Math Methods (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Learners and Learning:</strong> Candidates deepen their understanding about learners across various developmental stages and how to assess and respond to individual needs.</td>
<td>374 Learning and Child Development (4)&lt;br&gt;202 Outcomes of Schooling -- Student Assessment (4)</td>
<td><strong>241 Children’s Sense Making (Science) (2)</strong>&lt;br&gt;<strong>Capstone Conference 7/26</strong></td>
<td><strong>230 The History and Culture of Schooling in the United States (4)</strong>&lt;br&gt;347 Culture, Diversity and Educational Equity (4)</td>
<td>348A Educational Equity and the Exceptional Learner (2)&lt;br&gt;348B Educational Equity and the Exceptional Learner (2)</td>
<td><strong>ED 243 The Policy Environment of Teaching (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Equity:</strong> Candidates deepen their understanding about the challenges students from traditionally underserved populations experience in school.</td>
<td>230 The History and Culture of Schooling in the United States (4)&lt;br&gt;347 Culture, Diversity and Educational Equity (4)</td>
<td><strong>246 Teaching Investigation: Identifying Dilemmas of Practice (4)</strong>&lt;br&gt;247 Teaching Investigation: Exploring the Dilemmas of Practice (4)</td>
<td><strong>248 Understanding Teacher Agency (4)</strong>&lt;br&gt;CAPSTONE CONFERENCE</td>
<td><strong>90 Quarter Units</strong></td>
<td><strong>10</strong>&lt;br&gt;<strong>12</strong>&lt;br&gt;<strong>20</strong>&lt;br&gt;<strong>20</strong>&lt;br&gt;<strong>22</strong>&lt;br&gt;<strong>6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>UCI Class Schedule</strong></td>
<td><strong>M/W 9:00 am-6:50 pm</strong>&lt;br&gt;<strong>M/W 9:00 am-6:50 pm</strong></td>
<td><strong>M/W/F 9:00 am – 3:50 pm and one night until 6:50 pm</strong></td>
<td><strong>Fridays 9:00-4:00 and 2-3 nights until 7:20</strong></td>
<td><strong>3 nights 4:30-7:20</strong></td>
<td><strong>2 days a week</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fieldwork and Student Teaching Requirements</strong></td>
<td><strong>Fieldwork</strong>&lt;br&gt;Beginns on the first day of school and continues December. 2 days a week.</td>
<td><strong>Student Teaching</strong>&lt;br&gt;5 days a week the last 3 weeks before winter break.</td>
<td><strong>Student Teaching</strong>&lt;br&gt;4 days a week.</td>
<td><strong>Student Teaching</strong>&lt;br&gt;5 days a week until last day of school</td>
<td><strong>Assessments</strong>&lt;br&gt;Pass CSET</td>
<td><strong>RICA ($171)</strong>&lt;br&gt;edTPA ($300)&lt;br&gt;CPR Constitution</td>
</tr>
</tbody>
</table>
Contacting your Mentor Teacher

As soon as you receive your fieldwork placement assignment, contact your mentor teacher.

- If you were not given an email address, look up the school website and teacher information.
- If an email address for your mentor teacher is not available, ask Susan if she has an email address.
- If an email address is not found, call the school and leave a message for your mentor teacher.

Make arrangements to meet with your mentor teacher at their convenience. If your help is needed before school begins to help set up the classroom, try to be available. If you are invited to attend planning meetings, be open to the opportunity.

You are required to attend the first day of school. If the first day of school falls on a UCI day, then attend the following day. After the first day of school, your fieldwork requirement is to attend 2 full days of fieldwork each week until your school goes on break in December.

If your school starts after Labor Day, your MT might still be on vacation. If you don’t hear a response after 2 attempts, please let Susan know.

My Mentor Teacher’s name:

Fieldwork School:

Date contacted mentor:

First meeting date:

First day of school:

Notes:
What is Co-teaching?

Co-teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space.

Why Co-teaching?

Co-teaching establishes a model for student teaching that is responsive to the evolving relationships between school placements and teacher preparation programs.

- Mentor Teachers maintain their role as classroom leader
- Student performance improves
- Reduced student/teacher ratio better meets the teaching/learning needs in diverse classrooms
- Teacher Candidates gain more skills and confidence

How is the Progression Scheduled?

Co-teaching moves beyond the traditional experience where teachers feel they must “give up” their classrooms to support the learning process for pre-service teachers. In the Co-teaching model, mentor teachers maintain their role as the classroom leader while working together with the teacher candidate, sharing the planning, organization, and delivery and assessment of instruction. Co-teaching allows the mentor teacher and teacher candidate to collaboratively plan and deliver instruction from day one of the experience.

- Lesson planning is completed as a team from the onset of the experience.
- Strategies are selected according to the requirements of the daily schedule and planned curriculum, student strengths and needs, and mentor teacher and teacher candidate preferences.
- Early in the experience, the mentor teacher typically takes the lead in co-planning and presenting instruction, while the teacher candidate assists, and work with small groups of students.
- As the experience progresses, the teacher candidate assumes more responsibility for co-planning and teaching.
- Pairs of mentor teachers and teacher candidates are not expected to use co-teaching for every lesson but determine which strategies would be most useful for student learning on any given day.

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Co-Teaching Videos

<table>
<thead>
<tr>
<th>Supportive Co-Teaching</th>
<th>One teach, one observe</th>
<th><a href="https://youtu.be/etqJxS_rI4I">https://youtu.be/etqJxS_rI4I</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary Co-Teaching</td>
<td>One Teach, one support</td>
<td><a href="https://youtu.be/PvLb-K-TYGk">https://youtu.be/PvLb-K-TYGk</a></td>
</tr>
<tr>
<td></td>
<td>One teach, one assist</td>
<td><a href="https://youtu.be/AeUa_cdaC6w">https://youtu.be/AeUa_cdaC6w</a></td>
</tr>
<tr>
<td>Parallel Teaching</td>
<td>Two or more people work with different groups of students in different sections of the classroom</td>
<td><a href="https://youtu.be/gLi4LiUopwY">https://youtu.be/gLi4LiUopwY</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=G3vXHR5X0">https://www.youtube.com/watch?v=G3vXHR5X0</a></td>
</tr>
<tr>
<td>Team Teaching</td>
<td>Both teachers teach the same lesson together</td>
<td><a href="https://youtu.be/MVeFjRdSH3c">https://youtu.be/MVeFjRdSH3c</a></td>
</tr>
</tbody>
</table>
**Paired Placement**
A paired placement is when 2 UCI candidates are in the same classroom with the same mentor teacher. The paired placement allows for greater collaboration between the 2 UCI candidates and the mentor teacher. Because you are collaborating, you are able to better meet the needs of students.

Both you and your partner plan every lesson together with your Mentor Teacher

- The three of you will work together to analyze student work and progress
- As you and your partner take on greater responsibility
  - Include your partner in all lesson plans
  - Some lessons you will be the lead teacher and your partner will help with differentiation
  - Some lessons you will co-teach
  - Both participate in teaching the lesson
**Attendance at School Placement**

Your requirement for fieldwork during fall quarter is to attend 2 full days a week until December, then Monday-Friday in December until your school goes on break. Arrive at the school site at least 30 minutes before the students arrive, and leave no sooner that 30 minutes after the students are dismissed. Your arrival and departure time may be adjusted to better meet the scheduling needs of your mentor teacher.

If you are absent, let your MT know immediately. Absences for illness or family emergency are excused, unless it happens frequently enough that you are not at your school site on a consistent basis. If that is the case, please request a meeting with Susan Toma-Berge to discuss your options.

If you are absent for reasons other than illness or family emergency, have a conversation with your mentor teacher and schedule make up time, possibly going in on your shorter UCI days.

**Attire**

Attire for fieldwork is “academic professional”. Dress conservatively and wear closed toe shoes. Denim is appropriate ONLY if it is specifically approved by your mentor teacher.

**Use of technology at your school placement**

Please speak to your mentor teacher about the appropriate use of cell phones, laptops and other devices while you are at your school placement. Some schools have a strict policy of no cell phones to be used during the school day while students are present, while other schools may encourage you to keep your phone on you in case of emergency.

You will have many UCI assignments that require you to observe your mentor teacher and the students. Please ask your mentor teacher about your use of a laptop (or other device) for these observations.

Please do not work on UCI classroom at your school placement.
Each UCI candidate is assigned a UCI Supervisor. The supervisor is UCI faculty and an experienced educator. During fall quarter, supervisors will visit the school site twice. Once early on to meet with the mentor and candidate in order to review program expectations and answer any questions.

- Your Supervisor’s main goal is to support your progress toward becoming a teacher.
- A Supervisor is UCI faculty who will formally observe you a minimum of 2 times during fall; one video observation and one classroom observation.
- After each observation you will conference with your Supervisor and Mentor Teacher (if mentor is available).
- Supervisors monitor your progress on the edTPA, Literacy Task and research.
- Your Supervisor will maintain communication with the candidate, Mentor Teacher and the Coordinator (Susan T.) about candidate progress.
- A complete UCI Lesson Plan must be sent to your Supervisor before each lesson observation.

### Fall Quarter Supervision

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<tbody>
<tr>
<td>Meet &amp; Greet at the school site with the candidate, mentor teacher and supervisor</td>
<td>In person observation at school site&lt;br&gt;Focus of observation: routines, procedures, classroom management</td>
<td>Video Observation on GoReact&lt;br&gt;Focus of observation: ELA lesson</td>
<td>In person observation at school site&lt;br&gt;Focus of observation: math lesson</td>
</tr>
</tbody>
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UCI Mentor Teacher

Each UCI candidate is assigned to work with a mentor teacher. A mentor teacher is an experienced classroom teacher employed by a public school district or public charter school, who is currently responsible for a classroom of students. Mentor teachers are nominated by their school or district administrator, or selected upon request by the program. Mentors receive a small stipend for their work with UCI candidates.

UCI Mentor Teachers Qualifications

- 3 or more years of full-teaching experience
- exemplary teacher in their discipline
- expertise in developing and implementing Common Core aligned curriculum
- experience working collaboratively with other teachers
- skillful coach of pre-service teachers and/or beginning teachers
- evidence of positive impact on student learning
- **NEW** mentor teachers will be required to complete 10 hours of training provided by UCI (online and embedded)

Here is a video we created a few years ago that demonstrates the benefits of working with a UCI student teacher:

https://www.youtube.com/watch?v=Go4M_h1by-w&feature=youtu.be

Mentor Teacher Website

Mentor teachers will receive information and updates from the program coordinator, Susan Toma-Berge about program expectations, assignments and evaluations. These messages and other program information will be archived on the website maintained for mentor teachers.

Website: https://sites.google.com/uci.edu/msmentorteacher/home

Mentor Teacher Professional Development Modules

The Commission on Teacher Credentialing requires that all new mentor teachers engage in 10 hours of professional development on effective mentoring. If you have been a mentor teacher for UCI recently, you are not required to complete these 10 hours. However, we encourage you to engage in modules you find useful for providing support to your student teacher. For all new UCI mentors, 4 of the required hours will be completed through attending a fall orientation and collaborating with UCI supervisors during fall and winter visits. The remaining six hours will be completed through the modules on this website. The amount of time required to complete each module will depend on the way you and your student teacher engage with the suggested activities and resources.

Website: https://sites.google.com/uci.edu/uci-mentors/home
UCI Multiple Subject Program Substitute Teaching Policy

Student teaching assignments are defined as: *partial and full teaching responsibilities under the supervision of a qualified teacher whom we call a Mentor Teacher or, upon the occasional absence of the Mentor Teacher, due to illness, emergency or other reason, the supervision of a substitute teacher approved and employed by the school district.*

During the fieldwork and student teaching assignment(s), candidates who hold a permit that would allow them to substitute teach in a local district may do so only under certain circumstances as defined by the Multiple Subject Program Policy.

- Candidates may substitute teach during fall quarter as long as it does not conflict with UCI coursework, fieldwork or other program requirements.
- In winter and spring quarters, candidates may substitute teach only for their mentor teacher and only for one day at a time. Substituting assignments that extend beyond one day must be approved by the site administrator and program coordinator.
- Requests that candidates substitute must come from mentor teacher and/or a school site administrator.
- Candidates may only serve as a substitute if they are in good standing in all course work and in their student teaching assignment.
- Substitute teaching will not count as hours toward pre-student teaching fieldwork that occurs prior to the beginning of the student teaching assignments.

*Note:* Substitute teaching will not count as hours toward pre-student teaching fieldwork that occurs prior to the beginning of the student teaching assignments.


The site administrator can inform you of specific district or school site policies. Not all districts allow student teachers to substitute and not all districts have open substitute lists. *Contact individual school districts regarding application procedures.*
Obtaining your Emergency 30-Day Substitute Teaching Permit

In order to substitute teach at your school site, you will need to obtain a Substitute Teaching Permit. The easiest and fastest way to do this is to make an appointment with the Orange County Department of Education.*

**Phone:** 714-966-4306

**Address:** Orange County Department of Education 200 Kalmus Drive Costa Mesa, CA 92626

**What to Bring:**
- Transcripts verifying completion of undergraduate degree
- Proof that you have passed the CBEST
- $54.00 cash or check (no credit cards) for fingerprinting (amount may vary)

*Before applying for this credential, contact the school district office to inquire about policies related to student teachers substituting for their mentor teachers.*
Overview of edTPA Literacy Task for Mentor Teachers

As you know all California student teacher candidates must successfully complete a Teaching Performance Assessment that addresses at least two content areas before being credentialed. Candidates will complete the edTPA Elementary Math and Literacy Task portfolio during their student teaching placement Winter Quarter.

Candidates will complete the Literacy Task during Fall Quarter and complete the Elementary Math portion during Winter Quarter. The complete portfolio will be submitted by March 24, 2019. Please review the following information about the Literacy Task so that you can support your candidate through this process.

Overview: The Literacy Task involves 3 related learning tasks that the candidate will complete:

a. Analyze a formative assessment related to an essential literacy strategy* for the whole class. This formative assessment should be part of a learning segment (3-5 lessons focusing on the same essential literacy strategy). The learning segment may be taught by either or both the Mentor Teacher or candidate. If each of your reading/writing groups has a different focus on essential literacy strategies, students may work with a group of at least 6 students as the “whole class.”

b. Based on analysis of the whole class assessment, identify three focus students’ who may need more opportunities to clarify, practice, or develop the essential literacy strategy. Plan and teach a lesson targeted to this need.

c. Evaluate the effectiveness of the re-engagement lesson (targeted lesson) based on evidence of student thinking and/or learning from new work samples from the three focus students.

<table>
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<tr>
<th>Early to Mid-January</th>
<th>Mid to Late January</th>
<th>Early February</th>
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<tbody>
<tr>
<td>• Candidate completes the Context for Learning based on the student teaching setting.</td>
<td>• Candidate collects and makes copies of the whole class completed formative assessment.</td>
<td>• Candidate teaches one lesson to at least the 3 focus students (can be a larger group or the whole class).</td>
</tr>
<tr>
<td>• Candidate asks Mentor Teacher to help identify a learning segment with a focus on an essential literacy strategy.</td>
<td>• Candidate analyzes the whole class results of the formative assessment.</td>
<td>• Candidate collects the re-engagement assessments from the lesson.</td>
</tr>
<tr>
<td>• Candidate asks Mentor Teacher to help identify a formative assessment that the whole class completed as part of the learning segment</td>
<td>• Candidate identifies the three focus students and plans the additional learning opportunity.</td>
<td>• Candidate evaluates the effectiveness of their re-engagement lesson.</td>
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<tr>
<td>• Candidate completes a Learning Segment Overview that provides context for the formative assessment.</td>
<td></td>
<td>• Candidate writes the Literacy Task commentary.</td>
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</table>
* An essential literacy strategy is an approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals. Related skills are skills that students will develop and practice while learning an essential literacy strategy for comprehending or composing text within the learning segment. These skills should help students understand and apply the essential literacy strategy that you are teaching.

Some examples of essential literacy strategies and related skills are:

<table>
<thead>
<tr>
<th>Comprehending Text</th>
<th>Composing Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make Inferences</td>
<td>• Writing a narrative</td>
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<td></td>
<td>• Writing an introduction to hook the reader and establish the situation for</td>
</tr>
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<td></td>
<td>the narrative</td>
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<td></td>
<td>• Using dialogue</td>
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<tr>
<td></td>
<td>• Strong word choice (description)</td>
</tr>
<tr>
<td></td>
<td>• Use of transitional words to sequence events</td>
</tr>
<tr>
<td>• Use evidence from text to support an opinion</td>
<td>• Revising a draft</td>
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<tr>
<td></td>
<td>• Adding clarity where needed to respond to readers’ comments</td>
</tr>
<tr>
<td></td>
<td>• Understanding the audience</td>
</tr>
<tr>
<td></td>
<td>• Features of genre/text type</td>
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<td></td>
<td>• Language conventions (spelling, grammar, punctuation)</td>
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<tr>
<td>• Retell a story (sequence the events of the plot)</td>
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<td></td>
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</tbody>
</table>

If you have any questions or concerns, please contact us.

Susan Toma-Berge  
Multiple Subject Coordinator  
tomas@uci.edu

Jeanne M. Stone  
edTPA Coordinator  
jmstone@uci.edu
## ED 301 Assignments for the First Days of School

During your ED 301 class, you will complete assignments that will allow you to observe and practice. Please meet with your mentor teacher to complete these assignments so that you will have a better understanding of teaching, and all the decisions that go into it every day. Each of the assignment documents can be found on Google Classroom. Assignments are submitted to Google Classroom by 11:59 pm on the due date.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with your mentor teacher</td>
<td></td>
</tr>
<tr>
<td>Share your Fieldwork Candidate Information sheet with your mentor teacher (MT)</td>
<td></td>
</tr>
<tr>
<td>Give one Emergency Card to your MT (give one to Susan)</td>
<td></td>
</tr>
<tr>
<td>Collect your MT information, then input that data into the Google form</td>
<td>September 16</td>
</tr>
<tr>
<td>Watch the “Multiple Subject Overview” with your MT, submit reflection</td>
<td>September 16</td>
</tr>
<tr>
<td>Create your shared Norms</td>
<td>September 16</td>
</tr>
<tr>
<td>First day of school journal entry</td>
<td>One week after your 1st day of school</td>
</tr>
</tbody>
</table>

**Classroom Management Observation Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe your MT for a week and take note of the classroom management practices used</td>
<td>September 23</td>
</tr>
<tr>
<td>Observe each of your students and learn about their strengths and needs</td>
<td>September 30</td>
</tr>
<tr>
<td>Distribute/collection Parent Permission Slips for Video Recording</td>
<td></td>
</tr>
</tbody>
</table>
UCI Multiple Subject MAT Program

Fieldwork Candidate Information

Please fill out this form with your information and give it to your mentor teacher at your 1st meeting.

1. Name

2. Undergraduate degree and university

3. Previous experience working with children

4. Previous work experience

5. How will you approach your mentor teacher if you have questions?

6. How can your mentor teacher best support you?
UCI Multiple Subject MAT Program

MENTOR TEACHER INFORMATION FORM

Please complete the information for the Mentor Teacher and return on the first class meeting.

Candidate Name: ____________________________________________________________

School District ________________________________

School Phone Number __________________  School Principal ________________________

MT Name__________Grade________________

MT Work E-Mail __________________________________Room#_____

Preferred way to contact MT (email, text, phone)________________________________________

Years of teaching________________________________________________________________

Prior supervisory experience ( # of student teachers? BTSA Support Provider?)__

(Note: We have no expectation for prior experience, but like to know this information so we can provide the appropriate amount of support to mentor teachers. NEW mentor teachers are required to complete 10 hours of training)

Credentials and authorizations held:

__________________________________________________________________________

__________________________________________________________________________

Please give your MT this form, but input the information into the Google form in Google Classroom by Sept 16
UCI Norms for Fieldwork Observation and Participation
Fall 2019

Candidates: Please drop in a typed copy of your Norms to Google Classroom by midnight September 16th.

Together the Candidate and Mentor Teacher need to create a set of norms that will be a useful tool throughout the quarter. Norms should allow each person to share expectations for the fieldwork experience, time commitment, daily responsibilities, communication protocol, etc. Refer back to the Norms and revise as needed.

This is a list of sample topics that might be reflected in Norms. Refer to this for ideas/suggestions but please create your own that fit the needs of the students, mentor, and candidate(s).

⇒ Professional attire
⇒ Attend fieldwork every __________
⇒ Arrive at _____ and leave _________
⇒ If candidate would like to come an additional day or complete extra hours let MT know _______ in advance in person, by phone or email
⇒ Communication protocol (in person about _____, phone/email…)
⇒ Get to the know the students quickly (List strategies/ideas)
⇒ Follow Mentor Teacher’s lead in classroom management (List strategies)
⇒ Communicate with Mentor Teacher about course assignments/requirements
⇒ Be an ACTIVE participant, do not wait for Mentor Teacher to tell me what to do
⇒ Get to know the staff and faculty by ______________________
⇒ Interact appropriately and professionally with parents (List specifics)
⇒ When Mentor Teacher is busy and I am not sure what to do, I should _______
⇒ If planning to teach a routine or lesson, candidate should _______
⇒ If candidate is going to be absent (emergency or serious illness), _______
⇒ Substitute teaching? Events to attend? Emergency Procedures?

* Norms are a shared set of expectations.
Mentor teachers and student teachers are to create a set of norms, collaboratively, during the first week of student teaching. Norms should outline expectations for anything related to professional conduct, plus other requirements you deem relevant such as planning time, classroom management, etc.
Sample Norms from Previous Years

⇒ Mentor Teacher wants feedback and comments on her own teaching, the candidate should not be afraid to ask to try something different of new
⇒ Classroom attire: blouses, dress shirts, tunic tops, shoulders covered; dresses and skirts knee length, dress pants; no tennis shoes or flip flops
⇒ Can be present for parent conferences, IEP Team Meetings/SST Meetings, assessments, etc if schedule allows
⇒ Be on duty...
⇒ Know School Wide Behavior System
⇒ Know class wide reward systems and command students respect by giving praise or reprimand.
⇒ Classroom management techniques:
  o Interact with as many kids as possible every day.
  o Participate in anything and everything
  o Excuse students to use bathroom with a partner when necessary.
  o Recognize students’ good behavior and reward them by moving star up
  o When class is noisy pronounce “everybody listen...” and kids respond with “right now!” as they put hands on head.
  o Never give answers to students’ questions. Guide them to find answers on their own.
⇒ Advice as of how to get to know the students quicker and how to build a meaningful relationship with them
  o Hang out with them one-on-one (i.e.: recess, lunchtime)
  o Find out their interests/hobbies/groups of friends
  o Help out with assessments (running record on one-on-one interaction) and see where they’re at and meet their levels
⇒ Our most important norm is that we are both flexible and willing to make changes if necessary. This will be possible with ongoing and open communication about expectations, challenges and needs.
⇒ Focus on a few students a day to get to know them. Set goals, watch, observe and listen to them. -Look out for their strengths and weaknesses.
⇒ Be proactive and take the initiative. Don’t just stand there, get involved!
⇒ Complete assignments, activities and provide UA with enough time to prepare for an assignment or lesson
⇒ Don’t be afraid to ask questions, don’t make up answers or make assumptions
⇒ Have a positive and proactive attitude.
⇒ Attend as many meetings as possible because it is very beneficial to see how the teachers interact with each other within a school.
⇒ BE THERE (physically and mentally)
⇒ Make every day count!
⇒ Engage in Professional dialogue
Fieldwork Journal

First Day(s) of School – Please take notes on the following elements: [Some of you were not placed in time to observe the first day of school. If you missed the first day of school, write your responses based on your first day at that school site.]

- Room environment (how students are seated, teacher table, technology, bulletin boards, textbooks, materials, daily agenda, standards/objectives, posters, etc.)
- Classroom and/or school rules and expectations; introduction of management system/strategies; reinforcement or consequence system
- Routines such as morning work, calendar, transitions, pencil sharpening, cues, dismissal
- Teacher’s affect (vocal tone, smiling, friendly, strict, humorous, etc.)
- Teacher building rapport w/ students, ice breakers

Additional journal prompts will be given out during fall quarter.
**Classroom Management Observation**
During the first week in your new placement, observe your Mentor Teacher’s classroom management system and take notes.

**Master Teacher Observation**
Observe and record classroom management strategies focusing on the following areas:

- Transitions during the day
- Positive reinforcement of desirable behaviors
- Intrinsic versus extrinsic rewards
- Redirecting to lead students to desirable behaviors
- Strategies to engage students in their learning

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Positive Reinforcement of Desirable Behaviors</th>
<th>Redirecting to Lead Students to Desirable Behaviors</th>
<th>Strategies for Actively Engaging Students in Learning</th>
<th>Strategies for Time Management</th>
</tr>
</thead>
</table>

Use additional paper if needed.
**Student Observation**

Use this table to observe the students in your new classroom. What do you notice about their behavior and how might you provide support?

Observe *every* child in your class. Choose 3 - 4 different children to observe each day.

Keep an anecdotal record of your observations for each child.

Look for the following:

- Is the child **actively** listening during instructional time?
- Is the child an **active** participant in class discussions?
- Does the child ask questions for purposes of clarification?
- Is the child focused on his/her work? Completes work in a timely manner?
- What social skills does the child demonstrate?
- What do you observe as the child’s strength(s)?
- What area(s) do you observe the child requires additional support in?

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Social Behaviors</th>
<th>Learning Behaviors</th>
<th>Strengths</th>
<th>Areas of Support</th>
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Video Permission Forms

The UCI MAT program values the use of video as a tool for self-reflection, lesson analysis and growth. In order to capture your students on video, a signed permission form from their parents is required. Please work with your mentor teacher to distribute and collect the signed permission forms as soon as possible.

Since these forms are written with legal and academic language, here are some tips to help make the process as smooth as possible for parents:

- Fill in your name and your mentor teacher’s name (Cooperating Teacher)
- Attach a friendly cover letter explaining the reason for this form, and how you will use the video
- Ask for your MT’s support for ideas on how to increase your return rate e.g. mention this form at back to school night
- Send home new copies to families who may have lost the original form

You will have some parents who object, and will not give permission. We must respect their wishes and not include their child in the video but the student must be able to participate in the lesson being filmed. Please speak with your instructor for specific guidance on how to capture your teaching on video without including this student. Here are some general suggestions:

- Aim the camera at an angle so that this child is not visible on camera (you may have to have this child move to a different seat to accomplish this)
- Do not use this child’s name if they wish to ask/answer a question.
- Ask to work with a small group of students who have permission to participate on video
- Aim the camera so that you are the only person who is visible on camera
Dear Parent(s)/Guardian(s)/Caregiver(s),

As part of my work to earn my teaching credential at the University of California, Irvine, I am required to videotape some segments of my teaching in your daughter or son’s class with the support of my cooperating teacher. The purpose of the video is to analyze the impact of my teaching on student learning. I would therefore like permission for your son or daughter to be visible in the video. I will use the videotape for my course work for UCI. Neither your child’s name nor the name of his or her school will be used in any reports or presentations of the video. Selected teacher candidates and teacher educators may also view the videos to assess my work or to improve our understanding of effective teaching, but it will not be posted in any public venue.

Please use the form at the bottom of this letter to indicate whether or not you are willing to have your child appear in the video. Your decision about this matter will not affect his/her academic standing or grades and we foresee no risks to your child from participating in my video.

Teacher Candidate Name Printed: ________________________________

Cooperating Teacher Name Printed: ________________________________

Student Name: ________________________________

I am the parent/guardian/caregiver of the child named above. I have read your letter requesting consent for my child to be in a videotape that is being recorded for your licensure, and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to you to include my child’s image on videotape as he or she participates in a class conducted at __________________ under the supervision of __________________ and/or to reproduce lesson materials that my child may produce as part of classroom activities. No names will appear on any materials submitted.

☐ I DO NOT give permission to videotape my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ____________________________ Date: ___________
Queridos Padres/Guardianos/Personas Responsables,

Parte de mi trabajo para ganar una credencial de maestría a la Universidad de California, Irvine, es un requisito de grabar en video unas partes de mi enseñanza de la clase de su hijo/a, con el apoyo de mi maestro/a cooperativo/a. Ni el nombre de su hijo/a ni el nombre de la escuela se usará en cualquier reportaje o presentación del video. El propósito de este video es para analizar el impacto de mis enseñanzas sobre el aprendizaje de los estudiantes. Los videos se usarán por mí exclusivamente como parte de mis estudios a UCI, donde es posible que también se usarán por otros educadores como parte de la evaluación de mi trabajo. Un formulario de permiso se ata aquí en que Uds. pueden indicar si están de acuerdo o no con la apariencia de su hijo/a en el video. Su decisión en cuanto a la participación de su hijo/a no afectará en ninguna manera a su posición académica o a sus notas en la clase. La Universidad requiere que les informemos que no prevemos ningún riesgo a su hijo/a resultando de su participación.

Nombre del candidato en letra de molde:____________________________________

Nombre del maestro cooperativo en letra de molde:__________________________________

Nombre del estudiante: ________________________________

Soy el padre/guardián/persona responsable del estudiante nombrado encima. He recibido y leído su carta pidiendo consentimiento para que mi hijo/a esté en un video grabado por su licencia, y consiento a lo siguiente:
(Favor de indicar la caja apropiada abajo.)

☐ DOY mi permiso que Uds. incluyan el imagen de mi hijo/a en un video como participe en la clase dada a ______________________________ por ________________________________

(nombredelaescuela) (nombre del maestro cooperativo)

y/o que reproduzcan materiales que mi hijo/a produzca como parte de las actividades del aula. Ningunos nombres aparecerán en cualquiera materiales entregadas por el maestro.

☐ NO DOY mi permiso que graben en video a mi hijo/a o que reproduzcan materiales que mi hijo/a produzca como parte de las actividades del aula.

Firma del padre/guardián:____________________________________ Fecha: ___________
The California Teaching Performance Expectations are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments.

TPE 1: Engaging and Supporting All Students in Learning

Beginning teachers:
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Beginning teachers:
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

**TPE 3: Understanding and Organizing Subject Matter for Student Learning**

**Beginning teachers:**

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet access.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

**TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

**Beginning teachers:**

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

Beginning teachers:
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

Beginning teachers:
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
Contact Information

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