The single subject curriculum, including its fieldwork components, has been designed around the MAT program’s five core commitments of equity, understanding learners and learning, teaching and learning in content areas, learning from practice, and leadership. Candidates learn how to provide **Equitable** instruction through courses focused on differentiating instruction for diverse learners, including, exceptional learners and English language learners, while simultaneously engaging in fieldwork experiences in which they work collaboratively with mentor teachers to design and implement rigorous curriculum accessible to all students. Through both coursework and field based assignments, candidates broaden their theories of **Learners and Learning**, recognizing the social, cultural, and contextual nature of learning and the unique resources learners bring to bear on their learning. Through a 3-quarter methods course sequence in each subject area, candidates learn disciplinary specific practices for **Teaching and Learning in the Content Areas**. Methods instructors, who are content area experts, equip candidates to use discipline-specific pedagogical practices to advance rigor and responsiveness in teaching. Candidates develop an inquiry stance to **Learn from Practice** through a 4-quarter course sequence focused on “noticing” classroom interactions, exploring and reflecting on dilemmas of practice arising in their student teaching, developing researchable questions, and conducting a field-site inquiry project. Throughout the program, dispositions and practices associated with **Leadership** are fostered through an emphasis on professionalism, collaboration, innovation and political agency.

**Description of Single Subject Program**

Our expectation is that UCI candidates will remain at the same school site, with the same mentor teacher, for the entire academic year.

**UCI uses the co-teaching model.** Through co-teaching, the mentor teacher and student teacher collaboratively plan and deliver instruction from the beginning. This allows the student teacher to focus on specific strategies and skills, rather than being required to pull it all together at once, at the expense of student learning. This collaborative approach enhances the learning opportunities for students, combines the knowledge and strengths of both teachers, and increases both teachers’ skills. A gradual shift in responsibility from the mentor teacher to the student teacher assures that the candidate is able to demonstrate increased competency over time. **UCI will be offering support to mentor teachers in implementing this process.**

The following reflects the fieldwork and student teaching schedule.

**Fieldwork Experience: First day of fall semester – Winter break**

Beginning with the first week of school, UCI candidates will be required to attend fieldwork a **minimum** of ten hours per week.

**Purpose:** The fieldwork experience is an opportunity for the candidate to acquaint themselves with the school context, observe and think about teaching and learning as it unfolds in practice, and begin to acquire some of the skills and knowledge they will need as teachers as they take on a gradual increase in responsibility with the co-teaching model.

**Mentor stipend:** There is a $50.00 stipend paid to mentor teachers for this portion of the placement.
Requirements: Each candidate’s fieldwork experience includes, but is not limited to, the following activities and responsibilities:

- Observing mentor teacher and other teachers at the school site
- Attending Back to School Night, department and staff meetings, and school events
- Assisting with administrative tasks and grading
- Co-teaching using the one lead/one support method and Complementary Co-teaching
- Working with small groups of students
- Participating in instruction (eventually co-planning and co-teaching short lesson segments)

Student Teaching: After winter break – End of spring semester
Beginning after winter break, candidates will be expected to be at their site five days a week for the whole day. They will be expected to co-teach two classes of the same preparation for the entire semester. When they are not teaching, they will be working with students in their Academic Support Placement*, planning, grading, and observing in classrooms.

Requirements: During this student teaching experience, candidates will complete the Performance Assessment for California Teachers, which involves planning, teaching, and reflecting upon a 3-5 day learning segment.

Mentor stipend: There is a $300.00 stipend paid to mentor teachers for this portion of the Placement.

*In addition to teaching two classes, candidates are responsible for finding an Academic Support Placement in which they work with small groups of struggling students. There is a $50.00 stipend for mentor teachers for this portion of the placement.

Qualified Mentor Teachers are practitioners who...

- Have at least three years teaching experience as a credentialed public school teacher.
- Model and discuss how to teach for deep understanding (engage students in developing their own understanding of concepts, ask critical thinking questions, and promote student discourse.)
- Model and discuss how to analyze student work; use formative and summative assessments to make instructional decisions.
- Differentiate lessons based on students’ learning needs.
- Allow student teachers to take risks and use high leverage instructional strategies

Mentor Teachers will be encouraged to attend two orientations about mentoring – one in the Fall and one in the Winter.

Fieldwork/Student Teaching Times

Fall - Fieldwork

- Student teachers will be at their school site two days a week for a minimum of ten hours a week, 125 hours for the quarter. This may be the first time a candidate has been in the classroom in this role. Some have worked as substitutes or tutors.

- During the month of August and September, the student teacher should be learning the names of the students, becoming familiar with the school and the staff, observing and noticing interactions in the classroom. Besides observing, let them become involved in routines in the classroom – taking roll, handing out materials, helping with technology, and monitoring student work. During this time, they will be taking only one class – ED 305, Learning From Teaching.
During Fall Quarter, the student teacher will continue at the school site while taking 20 units of course work at UCI. They will still be attending their placement a minimum of 2 days a week for 10 hours. These two days may be different from August and September because of a change in their course schedule at UCI. During this time they will begin a gradual increase in instructional practices as they begin to prepare for their student teaching in the Winter. These responsibilities will include one-on-one tutoring, small group work, parts of a lesson and eventually teaching a full lesson that the mentor has planned.

Winter/Spring – Student Teaching

- Student teachers will be at their school site five days a week for the entire day.
- The ideal time for student teachers to take over as lead teacher is at the beginning of second semester. This time will fluctuate depending on the context of different schools, mentors, and student teachers. The goal is to make sure they are comfortable in front of the class by the time of the edTPA. This will take place near the end of February.
- Student teachers are to be responsible for teaching and planning for two classes of the same prep. In the co-teaching model, the mentor is still involved as a support teacher and planner. In addition to these two classes, the student teacher will act as a support teacher for an additional class, Academic Support Placement that has several EL students or Special Needs students.
- During the remaining time, the student teacher is to plan, grade papers, and observe other teachers when possible.

“The mentoring experience is a key factor in the success of beginning teachers.”


Role of Mentor Teacher during Fieldwork

Meetings

✓ A large part of mentoring during fieldwork is “making thinking visible”. The mentor teacher and student teacher should meet at least once a week to discuss the choices the mentor has made in instruction and why.

Providing Student Support

✓ Make space in the classroom for the candidate.
✓ Assist the candidate in becoming familiar with the schedule, the curriculum, the classroom management system, the record-keeping system, and the students in your classroom.
✓ Assist the candidate in becoming familiar with school facilities, policies, and procedures.
✓ Participate in co-teaching roles that support the lesson being implemented and the students in the class.

**Evaluation**

- Mentor Teachers will fill out an evaluation of the candidate at the end of the Fall quarter based on teacher dispositions and professionalism.

**Role of Mentor Teacher during Student Teaching**

**Formal Planning & Scheduling**

✓ Before the second semester begins, plan a schedule for the assumption of teaching responsibilities with the candidate. Meet with candidate to map the curriculum for the upcoming semester, discuss and approve a classroom management plan, and plan the curriculum and dates for the edTPA.

**Providing Student Teacher Support**

✓ Observe the student teacher daily and provide feedback*
✓ Conference with the candidate to review lesson plans for the upcoming week and decide on the appropriate co-teaching roles.
✓ Meet with the candidate after completing the Teacher Candidate Assessment to discuss progress.

*It is UCI’s expectation that Mentor Teachers will be present in the classroom when our candidates are teaching acting as a co-teacher. As the teacher of record, you are legally responsible for the well-being of your students.

**Completing a Midterm and Final Student Teacher Evaluation**

The candidates are formally evaluated by their Mentor Teachers twice during the Winter and Spring semester. The evaluation process is meant to be collaborative and reflect the student teacher’s growing competency in the domains of the Teaching Performance Expectations. Directions for how to complete the online Teacher Candidate Assessment Form will be emailed to you.

**Role of the Candidate Fall**

**Candidate Responsibilities**

- During the Fall, the candidate is responsible for getting to know the students, the mentor and the school culture while gradually taking on instructional tasks
- Give prior notification for unavoidable absences and provide lesson plans
- Be available to conference with Mentor Teacher
- Complete the School site check-off list
- Keep up to date with observation and reflection reports
Role of Student Teacher Winter/Spring

Candidate Responsibilities

- At the beginning of the semester student teachers should begin taking on responsibility for teaching two classes (same preparation) and participating in an Academic Support Placement
- Be present at school site for a minimum of 5 hours during winter quarter, and all day, every day during spring quarter (arrive one half hour before the first bell and depart after the last bell)
- Submit lesson plans to Mentor Teacher a minimum of two days prior to teaching a lesson (Mentor Teachers may require to see lessons earlier than this)
- Maintain a Lesson Plan Binder.
- Give prior notification for unavoidable absences and provide lesson plans
- Be available to conference with Mentor Teacher

Student Teaching Expectations

During the winter and spring quarters, Student Teachers must:

- Demonstrate professional communication and conduct throughout the student teaching assignment.
- Demonstrate steady, regular progress toward competency throughout the student teaching assignment.
- Demonstrate developing competency in the areas of instructional and curricular planning, teaching, classroom management, and assessment.
- Schedule and participate in regular planning and assessment meetings with the Mentor Teacher throughout the student teaching assignment.
- Meet with the UCI Supervisor assigned to his/her school.

Student Teacher Class Schedule: Candidates’ class schedules will vary. In the Fall quarter, they have six classes that meet two days a week throughout the day. In the Winter Quarter, they have 3 classes each week from 4 – 6:50. In the Spring Quarter, they have 2-3 classes a week from 4-6:50

Lesson Plan Expectations
In the Winter and Spring quarter, it is program policy that student teachers will have lesson plans written and available in time for mentors and supervisors to review so that revisions can be completed before the lesson is taught. There is a UCI Long Planner that the student teachers are expected to use for supervisor visits (6 times). At all other times they may use a shorter form.

Role of UCI Program Coordinator

UCI Program Coordinator oversees the student teaching experience for all candidates. She is available via email and telephone. The Coordinator will visit as often as needed to provide support for both candidates and Mentor Teachers (MT). Whenever an MT has questions or concerns, he or she should contact the Program Coordinator or Supervisor. When there are questions or issues concerning the progress and growth of the candidates, it is important that the Program Coordinator, the MT, the Supervisor and the candidate communicate directly and in a timely manner.
Role of UCI Single Subject Supervisor

Each UCI Single Subject Supervisor is assigned to a group of candidates for the winter and spring quarters. The primary responsibility of the Supervisor is to evaluate and support his/her candidates. This includes providing support for the implementation and submission of the edTPA. The Supervisors are also responsible for communicating program expectations. During site visits, Supervisors will address concerns and questions Mentor Teachers may have about the candidate’s progress. In addition, the Supervisors communicate with the UCI Program Coordinator on all student teaching related issues. The Supervisor will visit each candidate’s primary placement a minimum of five times and analyze video once. In advance of visits, the Supervisors will inform candidates and Mentor Teachers when they are planning to visit and what the visit will entail.

Visit Guidelines for Supervisors

Before the visit, communicate with the Student Teacher to:
- Determine date and time of observation
- Discuss if there will be a particular area of focus for the visit
- Communicate the expectation that a lesson plan should be sent two days prior to the visit

During the visit:
- Greet with the MT and establish professional communication
- Observe Lesson
- Debrief with the Student Teacher (and Mentor if available)
- Respond and complete observation report online
- Contact with Coordinator regarding “at-risk” students or any other concerns ASAP

Overview of Single Subject Courses

Single Subject Program

Summer
The Adolescent Learner
Learning Inside and Outside of Schools
The History and Culture of Schooling in the United States
Outcomes of Schooling – Student Assessment
Teachers’ Lives and the Policy Environment

Fall
Fieldwork Seminar
Reading and Writing in Secondary Classrooms
Special Populations
Learning to Learn from Teaching
Foundations of Equity and Diversity

One of the following methodology courses
Methods of Teaching Languages Other Than English in the Secondary School
Methods of Teaching Social Science in the Secondary School
Methods of Teaching English in the Secondary School
Methods of Teaching Visual and Performing Arts in the Secondary School
Methods of Teaching Mathematics in the Secondary School
Methods of Teaching Science in the Secondary School

Winter
Student Teaching and Seminar
Theories and Methods of ELD
Teaching Investigation: Identifying Delemmas of Practice
Single Subject Program Substitute Teaching Policy

During the fieldwork and student teaching, candidates **who hold a permit** allowing them to substitute teach in a local district may do so only under certain circumstances as defined by the Single Subject Program Policy.

- SS 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 for the whole day **only** for their Standard Mentor Teacher. If a period needs to be covered that does not conflict with their classroom/UCI responsibilities, they may cover that period.
- **Substitute appointments lasting longer than two days must be approved by the coordinator.**
- During Winter and Spring quarters, candidates must consult and get approval from their Academic Support Placement Mentor Teacher if they are going to miss class due to a substituting commitment.
- Requests that candidates substitute must come from Mentor Teachers and/or a school site administrator.
- Candidates may only substitute for their Mentor Teacher if they are in good standing in all coursework and in their student teaching assignment.
- Certain school districts have policies that **do not allow** student teachers or fieldwork observers to substitute teach at any time.
- Long-term substitute appointments for student teachers are generally not permitted, but occasionally a candidate who is in good standing in the program and proficient in his/her student teaching may be approved for such an appointment in the late spring. You and your MT should consult with the Single Subject Coordinator if you have questions about a long-term substitute appointment.

*Note: Substitute teaching will not count as hours toward pre-student teaching fieldwork that occurs prior to the beginning of the student teaching assignments.*
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 (subject to change each year) cash or check (no credit cards) with your certificate of clearance

*Before applying for this credential, contact the school district office to inquire about policies related to student teachers substituting for their mentor teachers.

Co-Teaching

The co-teaching model is quickly gaining favor over the “sink or swim” method of student teaching. Through co-teaching, the mentor teacher and student teacher collaboratively plan and deliver instruction from the beginning. This allows the student teacher to focus on specific strategies and skills, rather than being required to pull it all together at once, at the expense of student learning. Throughout the student teaching experience, the pair alternate between assisting and/or leading the planning, teaching, and assessments. This collaborative approach enhances the learning opportunities for students, combines the knowledge and strengths of both teachers, and increases both teachers’ skills. A gradual shift in responsibility from the mentor teacher to the student teacher assures that the candidate is able to demonstrate increased competency over time.

Research demonstrates that student learning is enhanced when mentor and student teachers collaborate to provide individual instruction to struggling students, monitor group work, provide meaningful feedback on assessments, incorporate technological instructional tools, and monitor student progress and behavior.

The student teaching experience, while remaining basically unchanged for over 100 years, is the most critical component of teacher preparation. It is imperative that the structure of that experience adapt to the increasing complexity of classroom teaching and be reexamined in light of new educational reform initiatives. The co-teaching model ensures that student teachers provide a service that will enhance student learning, as well as prepare the student teacher for the 21st century classroom.

What are the Benefits of Co-teaching in a Common Core Aligned Classroom?

- Support with meeting the needs of students in large and diverse classrooms
  - Reduces student/teacher ratio
  - Allows for diverse strategies
  - Increases student engagement time
- Increased options for flexible grouping of students
- Enhanced collaboration skills for the teacher candidate and cooperating teacher
- Mutual support for both the cooperating teacher and the teacher candidate
Co-Teaching Models

1. **Supportive Teaching** – one teacher is lead instructor while the other teacher provides support for individual students and observes particular behaviors.  
   **Strategies** – graze & tag, proximity, conferencing, strategic pull-out, 1 on 1…

2. **Complementary Teaching** – when one co-teacher enhances the instruction provided by the other co-teacher.  
   **Strategies** – record & edit, demonstrations, simulations, activity/lab set-up & break down, technology assistance, modeling…

3. **Parallel Teaching** – when two or more people work with different groups of students in different sections of the classroom.  
   **Strategies** – tiered instruction, stations, small groups, literature circles…

4. **Team teaching** – both teachers are actively engaged in instruction and management of the class.  
   **Strategies** – role playing, modeling, cooperative learning, think alouds, project-based instruction

Stages of Concern for Teacher Candidates

The first stage is Pre-Teaching Concern.  
At this stage, teacher candidates are still closer to the student role, rather than the teacher role. The real concerns of pupils and teachers are very remote to the teacher candidates. At this point the teacher candidate has only their idealism to go on.

The second stage is Concerns about Survival.  
As teacher candidates become more involved in the classroom and begin to understand the magnitude of the profession, there is a concern about their own survival as teachers. Idealized, “book-learned” concerns about pupils are replaced by concern about class management and mastery of content. There is also concern about the evaluations by supervisors and mentor teachers. Being observed causes a great deal of stress at this stage.

The third stage is Teaching Situation Concerns.  
At this stage the teacher candidates are beginning to feel a mastery of the areas of concern from the second stage. They are, however, feeling the frustrations and limitations of the teaching situation. Concerns about methods and materials, which are the focus of the education courses taken, are now taken seriously. This is the “Why didn’t I pay closer attention?” lament that is so common. The difference between theory and practice is being felt.

The final stage is Concerns about Pupils.  
At this point the teacher candidates begin to see the trees in the forest. There is a concern for the individual pupil. Understanding individual learning styles and social-emotional needs of pupils is of concern. There is also an understanding that “he or she can be caring and strong, flexible and consistent, child-centered and in-control” (Company in Your Classroom, 2000, p69). There is also an awareness of
the broader issues in education and a connection to how these issues impact individual students.

Overview of edTPA Performance Assessment

As required by SB2042, all credential candidates in California must complete a Teaching Performance Assessment (TPA). AT UCI our credential candidates complete the edTPA, used nationally, during winter quarter. edTPA was developed at Stanford Center for Assessment, Learning, and Equity based on the PACT Teaching Event which UCI Credential Programs used prior to the edTPA.

For the edTPA, the credential candidates are required to plan and teach a learning segment in a specific content area (UCI MS candidates complete their edTPA in Elementary Mathematics). A learning segment consists of 3-5 lessons that connect to develop content understandings\(^1\) around a central focus (specific topic). The candidates are required to video record themselves teaching the planned learning segment and to collect and analyze student assessments. Candidates will submit their completed portfolio for scoring as part of a national pool at the end of March.

We request the Mentor Teacher’s assistance in supporting our candidates by:
- Collaborating on long-term planning to determine the topics scheduled for the upcoming quarter/semester
- Collaborating with credential candidates to select a central focus for a learning segment and the time period to teach the learning segment
- Providing support and instructional materials that the candidate can review as they plan his/her learning segment
- Assist the candidate in collecting video permission forms from parents
- Obtain equipment required for video recording, if available
- Assist with video recording

Because the passage of edTPA is a requirement for applying for a credential, Mentor Teachers may not:
- Edit candidate materials
- Select video clips with the candidate
- Provide actual candidate TPA materials on public access websites
- Providing specific analyses of candidate responses prior to submission for scoring
- Share materials across candidates or with others that are intended to be submitted or have been submitted for scoring

Through fall and winter quarters (October 2014 through March 2015) we will provide detailed information to our candidates. They will receive support in the form of monthly sessions to unpack the handbook and rubrics, weekly “brownbag” sessions for questions, and ongoing instruction from their content –specific methods instructors.

*The next few pages highlight the three tasks of the edTPA: 1) Planning, 2) Instruction; and 3) Assessment.*
<table>
<thead>
<tr>
<th>Task 1: Planning for Instruction and Assessment</th>
<th>What Candidates Need to Do</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Context for Learning Information</strong></td>
<td><strong>1. Planning for Content Specific Understandings</strong>&lt;br&gt;How do the candidate’s plans build students’ concepts, facts/procedures, AND critical thinking? &lt;sup&gt;2&lt;/sup&gt;</td>
<td><strong>B. Lesson Plans for Learning Segment</strong>&lt;br&gt;✓ A learning segment is a 3-5 consecutive lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end.&lt;br&gt;✓ Identify a central focus that supports students’ development of concepts, facts/procedures, AND critical thinking&lt;sup&gt;2&lt;/sup&gt;.&lt;br&gt;✓ Write a lesson plan for each lesson in the learning segment.</td>
</tr>
<tr>
<td><strong>C. Instructional Materials</strong>&lt;br&gt;Submit key instructional materials.</td>
<td><strong>3. Using Knowledge of Students to Inform Teaching and Learning</strong>&lt;br&gt;How does the candidate use knowledge of his/her students to justify instructional plans?</td>
<td><strong>D. Assessments</strong>&lt;br&gt;Submit copies and directions for all planned assessments from the learning segment.</td>
</tr>
<tr>
<td><strong>E. Planning Commentary</strong>&lt;br&gt;✓ Respond to the commentary prompts describing the decisions you made while planning your learning segment.&lt;br&gt;✓ As part of the commentary, choose one language function to analyze content specific language demands and identify a learning task where students use that language function and what instructional supports you will provide.</td>
<td><strong>5. Planning Assessments to Monitor and Support Student Learning</strong>&lt;br&gt;How are the informal and formal assessments selected or designed to monitor students’ concepts, facts/procedures, AND critical thinking&lt;sup&gt;2&lt;/sup&gt;?</td>
<td></td>
</tr>
<tr>
<td>Task 2: Instructing and Engaging Students in Learning</td>
<td>What Candidates Need to Do</td>
<td>Evaluation Rubrics</td>
</tr>
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</table>
| **A. Video Clips**                                | ✅ Obtain required permissions from parents for video taping | 1. **Learning Environment**  
How does the candidate demonstrate a respectful learning environment that supports students’ engagement in learning? |
| ✅ Video tape your learning segment lessons         | ✅ Select 1 or 2 video clips, no more than 10-20 minutes total\(^3\), that show students actively engaged in learning tasks and the candidate interacting with students to develop their understanding of *content-specific* concepts. | 2. **Engaging Students in Learning**  
How does the candidate actively engage students in developing understanding of *specific content concepts*? |
| **B. Instruction Commentary**                     | Respond to the commentary prompts to analyze your students’ learning and your teaching in the video clip(s). | 3. **Deepening Student Learning**  
How does the candidate elicit responses to promote thinking and develop understanding of concepts? |

\(^3\) Please check with your student teacher and have them share what the specific video requirements are for his/her content area.

\(^4\) Please check with your student teacher and have them share what the subject specific pedagogy is are for his/her content area.

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Adapted from edTPA Handbooks ©2014 Board of Trustees of the Leland Stanford Junior University
<table>
<thead>
<tr>
<th>Task 3: Assessing Student Learning</th>
<th>What Candidates Need to Do</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1. Assessment</strong></td>
<td><strong>1. Analysis of Student Learning</strong></td>
</tr>
<tr>
<td></td>
<td>Choose an assessment from the learning segment to analyze.</td>
<td>How does the candidate analyze evidence of student learning of <strong>concepts, facts/procedures, AND critical thinking</strong>?</td>
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<tr>
<td></td>
<td><strong>2. Evaluation Criteria</strong></td>
<td><strong>2. Providing Feedback to Guide Learning</strong></td>
</tr>
<tr>
<td></td>
<td>Define and submit the evaluation criteria you will use to analyze student learning.</td>
<td>What type of feedback does the candidate provide to focus students?</td>
</tr>
<tr>
<td></td>
<td><strong>3. Student Work Samples</strong></td>
<td><strong>3. Student Use of Feedback</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Select and include 3 student work samples to illustrate your analysis of patterns of learning within, and across learners in, the class. Remove names of students.</td>
<td>How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?</td>
</tr>
<tr>
<td></td>
<td>✓ At least 1 of the samples must be from a student with specific learning needs (IEP, struggling readers, gifted students, academic language proficiency, etc.) and 1 sample must be from an ELL student (if present in classroom).</td>
<td><strong>4. Analyzing Students’ Language Use and Content Specific Learning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>4. Evidence of Feedback</strong></td>
<td>How does the candidate analyze students’ use of language to develop content understanding?</td>
</tr>
<tr>
<td></td>
<td>Document the feedback you give to each of the three focus students.</td>
<td><strong>5. Using Assessments to Inform Instruction</strong></td>
</tr>
<tr>
<td></td>
<td><strong>5. Assessment Commentary</strong></td>
<td>How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?</td>
</tr>
<tr>
<td></td>
<td>Respond to the commentary prompts to analyze your assessment of student learning and plan for next steps.</td>
<td><strong>6. Targeted Academic Language</strong></td>
</tr>
<tr>
<td></td>
<td><strong>6. Targeted Academic Language</strong></td>
<td>Use evidence from the video clips and/or student work samples submitted in the assessment task to show students’ understanding and use of the targeted academic language function.</td>
</tr>
</tbody>
</table>
Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate’s official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

2 Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.
APPENDIX
Check off and **date** each item as completed. Some items may be completed once while others may be performed several times or even weekly (*indicate by writing “ongoing” in the box and include the completion date*). Do not leave an item blank. If you are unable to complete an item, make a dated, explanatory note in the comments section below. Please have your mentor teacher assist you in scheduling these items as necessary. Due at the end of the quarter.

Candidate Name: ________________________________________________________

Mentor Teacher: ________________________________________ School Site: _______________________

<table>
<thead>
<tr>
<th><strong>SINGLE SUBJECT</strong></th>
<th><strong>FIELDWORK EXPERIENCE CHECKLIST</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Site Administrators and other School Personnel</td>
<td>Observe Other Teachers and Classrooms in Academic Area (Minimum 2)</td>
<td></td>
</tr>
<tr>
<td>Attend Back to School Night</td>
<td>Observe Other Teachers and Classrooms in Other Academic Areas (Minimum 3)</td>
<td></td>
</tr>
<tr>
<td>Meet with MT to establish norms and expectations</td>
<td>Observe 3 Potential Academic Support Placement Classes (ELL, Special Ed)</td>
<td></td>
</tr>
<tr>
<td>Become Familiar with School Facility</td>
<td>Observe in a school with a different demographic or educational vision than yours</td>
<td></td>
</tr>
<tr>
<td>Meet School Translator(s) (Individual who Communicates with Non-English Speaking Parents)</td>
<td>Attend Extra-Curricular Activities (Sporting Event, Dance, etc.)</td>
<td></td>
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<tr>
<td>Learn Emergency Procedures</td>
<td>Visit School Library and Computer Lab(s)</td>
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<tr>
<td>Attend Faculty/Dept. Meetings</td>
<td>Review Grading/Reporting Cycles</td>
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<tr>
<td>Thank School Personnel for Fieldwork Opportunity</td>
<td>Arrange Academic Support Placement</td>
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</table>

Notes or comments regarding checklist items (use a separate sheet if necessary):

Log of Fieldwork Hours
Please complete this form, obtain the appropriate signatures, complete the comment section, and return to the Coordinator.

Candidate Name _______________________________ Subject _______________________

Mentor Teacher: ____________________________________________________________

School _______________________________ District ____________________________

<table>
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<tr>
<th>Date Present</th>
<th>Total Hours</th>
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</table>

*Cumulative total of fieldwork hours* _______

__________________________________________  _________________________________________

Candidate Signature          Date      Mentor Teacher Signature          Date

This section to be completed by the Candidate

Comments regarding your fieldwork experience:
Mentors: Thank you for taking the time to talk to your UCI student teacher candidate about the norms and expectations associated with being a student teacher in your school and classroom.

Together the candidate and Mentor Teacher need to create a set of norms that will serve as a useful tool throughout the quarter. Norms should allow each person to share expectations for the fieldwork experience, time commitment, responsibilities, communication protocol, etc. Student teachers, please submit this sheet to EEE when it is completed.

Fieldwork Schedule (must be at least 8 hours over two days). This schedule should be based on the candidate’s availability and the mentor’s preference. Once a schedule has been agreed upon, the candidate needs to be consistent in his/her attendance.

<table>
<thead>
<tr>
<th>Day of the week</th>
<th>Arrival time</th>
<th>Departure time</th>
<th>Time to discuss co-planning/co-teaching with mentor*</th>
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*Ideally, the mentor and candidate should meet once a week for at least 30 minutes to discuss how the candidate can be of assistance in upcoming classes. This may mean that a candidate needs to be present before or after school on one of the scheduled fieldwork days.

Important Dates/Meeting Schedules:

Back to School Night? ____________________________

Department Meetings? ____________________________

Faculty Meetings? ____________________________
Norms and Expectations

This is a list of sample topics that you and your student teacher might discuss. Refer to this for ideas/suggestions, but feel free to add your own ideas or skip items that seem redundant. The success of this relationship is largely dependent on open communication. Please take the time to share your expectations and to hear their concerns and needs. Your student teacher will need to write a summary of the discussion you had about these topics and other relevant information.

⇒ Professional attire
⇒ If I would like to come an additional day or complete extra hours I should let my Mentor Teacher know ________ in advance in person, by phone or email
⇒ Communication protocol (in person about _____, phone/email...)
⇒ When Mentor Teacher is busy and I am not sure what to do, I should ________
⇒ If I am going to be absent (emergency or serious illness), ________
⇒ How can I be an ACTIVE participant (not always waiting for my Mentor Teacher to tell me what to do). Can I help students when they are working individually or in groups?
⇒ Ideas for increasing my involvement in the classroom over time...
⇒ Interact appropriately and professionally with parents (List specifics)
⇒ When trying to arrange observations in other teachers’ classrooms, I should___________
⇒ How will I become familiar with the grading system in this class?
⇒ Get to know the staff and faculty by ______________________
⇒ Substitute teaching? Events to attend? Emergency Procedures? Department meetings?
⇒ 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 UCI course assignments/requirements
⇒ If planning to teach a routine or lesson, I should _______
Fieldwork Journal and Focus Questions

**Purpose:** The focus questions are intended to help you see classrooms from different perspectives. Because you have spent so many hours in classrooms, much of what you observe during fieldwork may seem familiar and rather unremarkable, and consequently, not worth thinking about. In this program, one of the first challenges you will face is to think of classrooms as strange, rather than familiar, places. Through this process of making the familiar strange, you will begin to think more deeply about the institutional structures, social interactions, and meanings that constitute *schooling* in our society. Keep in mind that the purpose of this fieldwork journal is not to provide an opportunity to critique the teaching you are observing, but rather, to deepen your understanding of what goes on in classrooms.

**Directions:** During fall quarter, you are responsible for completing 1 reflection each week. You will have a choice of several questions each week. Please glue or write the question at the top of each entry. You should be able to complete this assignment during your fieldwork hours. Don’t worry about being too tidy or too scholarly. Think of this as a structured journal, rather than a formal written assignment. Your reflections will be discussed in class each week. At the end of the quarter, you’ll use these reflections to write a final reflection paper.

**Step One (fieldnotes/reflection):** Use the focus question to consider while observing the class and write that question at the top of a page in your fieldwork journal. Draw a line down the center of a few pages. On one side of each page take notes about what is going on in the class you are observing. Do not try to write down everything that is happening; rather, use your focus question to guide your note taking strategy. On the other side record your reflections about what you are observing.*

**Step Two (response):** At the end of your fieldnotes, write your response to the focus question, and include examples/evidence from your fieldnotes.

* Be careful not to leave your journal unattended.

**Sample Journal Entry: First Day of Fieldwork (first classroom observation)**

Focus Question: When observing on this first day, take notes on the aspects of this experience that seem familiar (i.e., typical schooling) and those that seem unfamiliar. Why do you think certain features/behaviors are familiar to you? Why do certain aspects of schooling remain consistent over time and in various contexts? Why were some aspects of this experience unfamiliar to you? How might your past experiences as a student impact how you perceive and analyze classroom contexts?

| Fieldnotes: Write down what you are seeing and | Reflections: Write down ideas you have about what |
hearing. (related to your focus question)  

you are seeing and hearing.

<table>
<thead>
<tr>
<th>-The teacher takes role by calling out students’ names. She is standing up in front of the class. The students respond meekly when their names are called</th>
</tr>
</thead>
<tbody>
<tr>
<td>-T passes out list of rules, expectations, grading scale and starts directing ss attention to different items</td>
</tr>
<tr>
<td>-T doesn’t smile much and ss are really quiet.</td>
</tr>
<tr>
<td>-Student in front of me has her head down and the teacher doesn’t say anything to her</td>
</tr>
<tr>
<td>-This seems familiar. I always dreaded the teacher mispronouncing my name. I also remember that on the first day of school most of my teachers spent their time standing in front of the class the whole time</td>
</tr>
<tr>
<td>-Don’t the ss know these rules already? Are they different in each class?</td>
</tr>
<tr>
<td>-Was it a deliberate choice not to say anything to the student?</td>
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</tbody>
</table>

(continue…)  

(continue…)

A lot of what I saw and heard today seemed familiar. In fact, the experience brought back some uncomfortable feelings I remember from being a student. I remembered the mix of excitement and anxiety I felt on the first day of school – I loved the idea that I could start fresh with new teachers, new clothes, and new school supplies, but I also worried about whether I would have friends in my classes, or if my classes would be too hard, or my teachers too impatient and mean. I’m already having trouble taking the teacher’s perspective on what is going on. I’ve spent so many years as a student, that most of my ways of seeing and understanding what is going on are shaped by my experiences as a student. I suppose this will be a helpful perspective as I transition to becoming a teacher – I’ll be able to be empathetic and understand where students are coming from…
THE UCI LESSON PLANNING TOOL – Long Form
Planning for the Lesson

Part I: Describe the make-up of your class
Grade(s): # of students:
# of EL students: # of Special Needs students:
Other:

Part II: Connection to the Unit
Unit:
Topic:
Knowledge: Big Ideas/Enduring understandings:
Essential Questions:
Practices/Habits of Mind:
Where is this lesson located within the unit?

Part III: Clarifying Your Goals for the Daily Plan
Key Content Standards:
Key ELD Standards (Only need to include if you have English language learners in your class):
Learning Outcome/Objective:
Cognitive Task:

Part IV: Learning Activities & Assessment
Tools/Scaffolds
• Prerequisite Skills and Knowledge:
• Incorporating Academic Language
  1. Language Functions:
  2. Language Demands:
Vocabulary:
3. Language Objective:
   - Describe how you support students who do not have this prerequisite knowledge and skills:

Formative (embedded) and/or Summative Assessments:
   - Assessment task or strategies:

Lesson Resources/Materials:

## Part V: Instructional Sequence: Engaging Students in the learning process

<table>
<thead>
<tr>
<th>Sequence/Groupings Tied to Learning Outcomes</th>
<th>Teacher actions/questions</th>
<th>differentiation</th>
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<tbody>
<tr>
<td>Introduction (____ min.)</td>
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<tr>
<td>Body of the Lesson (____ min):</td>
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<tr>
<td>Closure (____ min.):</td>
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SINGLE SUBJECT  
MENTOR TEACHER INFORMATION FORM

Please complete the information for your Mentor Teacher on the Google doc form located on the ED302 website by September 17. Some of the requested information will be entered into Chalk and Wire (our credential programs database), and consequently, needs to be accurate.

Candidate Name ____________________________________________________________

School _____________________________________ District ____________________________

School Principal Name ________________________________________________________

Mentor Teacher Name ____________________________________ Discipline _____________

MT Work e-mail _________________________________________ MT Room # ____________

School Phone number __________________________ MT extension _________________

Preferred way to contact MT __________________________ Number of years teaching _____

Prior supervisory experience (Number of prior student teachers? Service as a BTSA Support Provider?)

__________________________

Note: Prior experience is not a requirement. We like to know about mentoring experience, so we can provide the appropriate amount of support)

Credentials and authorizations held by MT:

__________________________

____
Chalk and Wire Directions

Uploading Lesson Plan

Step 1:
Save lesson plan with correct heading
Observation # Date Name
Example: Observation1January15JaneDoe

Step 2:
Upload in UCI Long Form Lesson Plans

Step 3
Submit your plan to your Supervisor and to Sue (only the first 2 to Sue)

Note the format
Submitting your reflective response

After your observation with your Supervisor, go to Chalk & Wire to write up your Observation Self-Reflection.

2. Scroll down to: Student Teaching Observations Reports

3. Click on “Add Content”, then “form”

4. Select the Rubric # you and your Supervisor highlighted at your Conference. (they are at the very bottom)

5. Click on save
6. Click on your form to open and edit

7. Select the rubric level that best reflects your performance. Drawing on evidence from your lesson, explain your self-assessment in terms of actively engaging students. All 5 boxes do not need to be filled in – only the rubric level(s) that best reflects your performance.

8. Scroll down to complete your Alternative Strategies or Next Steps. Fill in the boxes with alternative strategies that would have improved your lesson, or what you plan to do differently next time.

9. Click on “Save” when complete. Make sure you have included your School name and Observation date.
10. Scroll back to the top and click the green submit button then choose your supervisor and hit submit.

University of California, Irvine - Post-Observation Conference Protocol

After you have established a comfort level and addressed the candidate’s state of mind, use this process to optimize reflection on action and reflection for future action.

TRANSITIONING TO AN ANALYTICAL & REFLECTIVE MODE

Let’s think together about your lesson to see what we can learn about your impact on student learning.

Now that we’ve both shared some impressions about how your lesson went, let’s unpack one or two key moments of the lesson.

CLARIFY OUTCOME

➢ What was the desired knowledge, understanding, or skill of the lesson? (TPE 1, 9; edTPA 1)

LEARNING

➢ How do you know that the students made progress toward that goal or are still struggling with the lesson topic? (TPE 2, 4; edTPA 8)
➢ How did your planning impact students access to the learning goal? Did the assessment(s) you used make student thinking visible? (TPE 2, 3, 7, 8; edTPA 5)

EVIDENCE

➢ In what way did the learning environment impact student learning? Where are examples of your showing respect for and rapport with the students? Did you feel the learning environment was positive or challenging? Why? (TPE 10, 11; edTPA 6)
➢ How did you actively engage students in a learning task related to the lesson topic? (TPE 5, edTPA 7)
➢ What strategies did you use to make student thinking visible in the lesson? What did you see when you employed those strategies? What did you learn about their thinking? (TPE 5, 6, 7; edTPA 8)
➢ What kind of questions did you ask the students to elicit student thinking? Were you able to build on students’ responses to deepen or clarify student knowledge of the topic? (TPE 2, 5, 6; edTPA 8)
USING A CORE PRACTICE TO GUIDE SELF-REFLECTION AND NEXT STEPS

- Based on the discussion, review the core practice (edTPA rubric) and identify one that should be the focus of the next lesson in the student teaching classroom.
- What alternative strategies related to this core practice (edTPA rubric) could you use when planning and/or implementing your next lesson?
- What changes will you make while teaching your next lesson?
- Based on student thinking related to the content focus, what are your next steps for instruction? Why are you going to make these changes?

STUDENT SELF-REFLECTION

- Remind the student to select the chosen Self Reflection form (in the Observation Report folder in their portfolio), complete it and submit it to the Supervisor.