UCI School of Education

Multiple Subject Credential + MAT Program

Handbooks 2016-2017

Fall

Winter

Spring

UCI Multiple Subject MAT

Fall Fieldwork Orientation Handbook 2016

This handbook contains most of the information you will need to begin your fieldwork observation during fall quarter. Your ED 301 course is tied to your fieldwork experience, so you will also receive information during that class.

Program Information 3

MS MAT Program 2016-2017 4

Summer 2 Schedule 5

Fall Schedule 6

UCI Mentor Teacher Guidelines 8

Fieldwork at a Glance 9

FAQ for UCI Mentor Teachers 10

UCI Multiple Subject Program Substitute Teaching Policy 12

ED 301 Assignments for the First Days of School 14

ED 301 Fieldwork Journal 15

Fieldwork Candidate Information 16

MENTOR TEACHER INFORMATION FORM 17

UCI Norms for Fieldwork Observation and Participation 18

Sample Norms from Previous Years 19

Fieldwork Experience Checklist 20

Parent Release Form for Videotaping During Instruction 21

Permission Slip 21

Formulario de descargo del estudiante 22

Permiso 22

Classroom Management Observation 23

Master Teacher Observation 23

Program Information

The next few pages contain information about the UCI Multiple Subject MAT program that will be useful during fall quarter. All this information will also be available on the ED 301 Canvas.

MS MAT Program 2016-2017

Strand	Summer 1 Session 1	Summer 1 Session 2	Fall	Winter	Spring	Summer 2 Session 1
Classroom Teaching and Methods: *The courses in this strand aim to help candidates develop effective teaching practices that support students' learning in classrooms.*		**364 Instructional Design and Ed. Technology in the Elementary Classroom (2)**	**301 Fieldwork Seminar (2)**	**304 Student Teaching Seminar (8)**	**304 Student Teaching Seminar (12)**	
		323A Science Methods (2)	**323B Science Methods (2)**		**359 Social Studies and Information Literacy (4)**	
			326 Methods for Elementary Reading (4)	**325 Teaching Visual and Performing Arts (2)**	**363 Arts Integration (2)**	
			362 ELA/ELD (4)			
			320 P.E./Health (4)			
		202 Outcomes of Schooling -- Student Assessment (4)	**322A Math Methods (4)**	**322B Math Methods (4)**		
The Learner: *The courses in this strand aim to support candidates deepen their understanding about learners across various developmental stages and their needs.*	**374 Learning and Child Development (4)**			**348 Educational Equity and the Exceptional Learner (2)**		
	241 Children's Sense Making (Science) (2)					
Context & Culture: The courses in this strand aim to help candidates deepen their understanding about historical, political, social contexts of schooling and the issue of equity.	**230 The History and Culture of Schooling in the United States (4)**	**ED 243 The Policy Environment of Teaching (2)**	**347 Culture, Diversity and Educational Equity (4)**			
Research & Inquiry: *The courses in this strand aim to support candidates becoming teacher leaders who can understand and solve problems of practice.*				**246 Teaching Investigation: Identifying Dilemmas of Practice (2)**	**247 Teaching Investigation: Exploring the Dilemmas of Practice (4)**	**248 Understanding Teacher Agency (4)**
88 Quarter Units	10	10	24	18	22	4

Summer 2 Schedule

TEP: Master of Arts in Teaching: 2016 (2nd Session) Schedule (DRAFT)*

THE MAT SESSION RUNS FROM AUGUST 1 – SEPTEMBER 7

COURSE	SEC	CODE	TITLE	UNTS	DAY	TIME	Cap	ROOM	INSTRUCTOR
COHORT A – SINGLE SUBJECT ONLY (SS)									
202	B	12050	OUTCOMES OF SCHOOLING/ASSESSMENT	4	MW	9:00-11:50	35	ED 2001	BARNHART
243	A	12150	THE POLICY ENVIRONMENT OF TEACHING	2	MW	1:00-2:25	35	ED 2009	CONROY
COHORT B – SINGLE SUBJECT ONLY (SS)									
243	B	12155	THE POLICY ENVIRONMENT OF TEACHING	2	MW	10:30-11:55	25	ED 2009	CONROY
202	C	12055	OUTCOMES OF SCHOOLING/ASSESSMENT	4	MW	1:00-3:50	25	ED 2001	BARNHART
COHORT C – MULTIPLE SUBJECT ONLY (MS)									
202	D	12060	OUTCOMES OF SCHOOLING/ASSESSMENT	4	T/TH	9:00-11:50	23	ED 2001	GUARINO
323A	A	12180	SCIENCE METHODS 8/2, 8/4, 8/9, 8/11, 8/16	2	TU/TH (see dates)	1:00-3:50	23	ED 2009	BROOKS
364	A	12200	INSTRUCTIONAL DESIGN AND ED TECH	2	TU	4:00-6:50	23	SBSG 241	CHANDRASEKHAR
243	C	12160	POLICY ENVIRONMENT OF TEACHING 8/18, 8/23, 8/25, 8/30, 9/1	2	TU/TH (see dates)	1:00-3:50	23	ED 2009	STONE
COHORT D – MULTIPLE SUBJECT ONLY (MS)									
323A	B	12185	SCIENCE METHODS 8/2, 8/4, 8/9, 8/11, 8/16	2	TU/TH (see dates)	9:00-11:50	23	ED 2009	BROOKS
243	D	12165	POLICY ENVIRONMENT OF TEACHING 8/18, 8/23, 8/25, 8/30, 9/1	2	TU/TH (see dates)	9:00-11:50	23	ED 2009	STONE
202	E	12065	OUTCOMES OF SCHOOLING ASSESSMENT	4	TU/TH	1:00-3:50	23	ED 2001	GUARINO
364	B	12205	INSTRUCTIONAL DESIGN AND ED TECH	2	TH	4:00-6:50	23	SBSG 241	CHANDRASEKHAR

*Schedule subject to changes

For registration information, see UCI Summer Sessions at http://www.summer.uci.edu/services/academic/

Fall Schedule

- ☑ **Enroll in *all courses* within the same cohort**
- ☑ **When you register in WebREG, use the course codes that correspond to the cohort schedule you select.**
- ☑ **If the location is TBA in WebREG, use this schedule for the location.**
- ☑ **Some courses begin early, prior to the beginning of UCI's Fall Quarter . See notes under individual courses.**
- ☑ **Bilingual candidates** placed in dual immersion classrooms are encouraged to register for **Cohort A.**

Cohort A Schedule (SEE IMPORTANT NOTES BELOW AND NEXT PAGE)

COURSE	CODE	UNITS	TITLE	DAY	TIME	MAX	ROOM	INSTRUCTOR
ED 301	12700	2	DIRECTED ELEMENTARY FIELD EXPERIENCE: Starts on September 16th.	F	1:00-3:50	27	2001	Toma-Berge
ED 320	12763	4	Teaching Physical and Health Education in Elementary School: Starts on September 14th. Classes will be held on 2009 on 9/14 and 9/21 and in MPAA and the ARC the rest of the quarter. See syllabus for details.	W	9:00-11:50	27	2009 (9/14 & 9/21) MPAA330&ARC	Johnston
ED 322A	12776	4	Curriculum and Methods for Elementary School Mathematics: Starts September 23	F	9:00-11:50	27	2001	STAFF
ED 323B	12785	2	Curriculum Methods in Elementary Science: meets last five weeks of the quarter: Starts November 2	W	4:00-6:50*	27	2001	STAFF
ED 326	12795	4	Curriculum and Methods for Elementary School Reading: Starts September 26	M	9:00-11:50	27	2010	Guilfoyle
ED 347 (Sem B)	12886	4	Culture, Diversity and Educational Equity: Starts September 26	M	1:00-3:50	27	MPAA 330	Guarino
ED 362	12910	4	Curriculum and Methods for Elementary Language Arts and English Language Development: Starts September 21st.	W	1:00-3:50	27	2001	Stone

Cohort B Schedule (SEE IMPORTANT NOTES BELOW AND NEXT PAGE)

COURSE	CODE	UNITS	TITLE	DAY	TIME		ROOM	INSTRUCTOR
ED 301	12701	2	DIRECTED ELEMENTARY FIELD EXPERIENCE: Starts on September 14th. 9/14 and 9/21 in room 2001 then in room MPAA for the rest of the quarter.	W	1:00-3:50	27	2001 on 9/14 2009 on 9/21 MPAA 330	Toma-Berge
ED 320	12770	4	Teaching Physical and Health Education in Elementary School: Starts on September 16th. Classes will be held 2009 and the ARC the rest of the quarter. See syllabus for details. -	F	9:00-11:50	27	2009 and ARC	Johnston
ED 322A	12780	4	Curriculum and Methods for Elementary School Mathematics: Starts September 21st.	W	9:00-11:50	27	2001	Stone
ED 323B	12786	2	Curriculum Methods in Elementary Science: meets last five weeks of the quarter: starts October 31st.	**M**	**4:00-6:50***	**27**	**2001**	**STAFF**
ED 326	12803	4	Curriculum and Methods for Elementary School Reading: starts September 26th.	**M**	**1:00-3:50**	**27**	**2010**	**Guilfoyle**
ED 347 (Sem D)	12888	4	Culture, Diversity and Educational Equity: starts September 26th.	**M**	**9:00-11:50**	**27**	**2009**	**Santagata**
ED 362	12911	4	Curriculum and Methods for Elementary Language Arts and English Language Development: starts September 23rd.	**F**	**1:00-3:50**	**27**	**2009**	**Chiaverini**

IMPORTANT NOTES ABOUT ORIENTATION AND FIELDWORK

☑ Please mark your calendar for **Tuesday, August 2nd (cohort D) or Thursday, August 4th (cohort C), from 4:00-6:50** for the required Multiple Subject Orientation.

☑ **Fieldwork** at public school sites begins as early as the week of Aug. 15th and includes the teacher day(s) before school and the first day of school. Required first days for fieldwork at public school sites are dependent on school district calendars. Your Program Coordinator (Susan Toma-Berge) will notify you of your first required days.

☑ Some **Irvine placements** will be at a *year round* school that started school on July 21st . You will begin fieldwork as soon as possible the week of August 15th, if not sooner.

☑ Thereafter, you will complete two full days of fieldwork per week (Tuesday and Thursday) until your placement school's winter break.

UCI Mentor Teacher Guidelines

Fall 2016 Fieldwork

- ☐ **Meet** with the candidate at the school site prior to the first day of instruction.
- ☐ Introduce the candidate to faculty and staff and involve him/her in preparations for the first day.
- ☐ Explain what will happen on the first day with students.
- ☐ Review the **Mentor Teacher Folder.** Note the candidate course and fieldwork schedule. Set up a regular schedule for attendance.
- ☐ Create a set of **Norms** (cooperatively) that will set expectations for punctuality, professionalism, and communication. Please refer to the samples in the folder.
- ☐ Provide opportunities for the candidate to **observe, participate, assist and teach**.
- ☐ **Model** collaboration, effective planning, instruction and management strategies, and, when time permits, **discuss** these strategies with the candidate.
- ☐ Direct the candidate to begin participating – they can assist students during independent or group work time and provide one-on-one assistance for designated students.
- ☐ Provide opportunities for the **candidate to conduct routine activities** such as bringing the students into the classroom, dismissing them to recess, taking children to the library, conducting opening routine, calendar, daily oral language, spelling tests, and reading aloud.
- ☐ Provide **opportunities for the candidate to complete coursework** assignments, as outlined in the *Course Goals* document.
- ☐ **Provide feedback to the candidate** in terms of professional communication and conduct, relationships with students, and competence in collaboration, planning, instruction, assessment and reflection.
- ☐ You will receive an online **survey** from the coordinator and asked to complete it by December 6th. It will ask you to evaluate the candidate's progress.

I will invite you to attend a Mentor Teacher meeting this quarter. In addition I will be scheduling a "learning walkthrough" to become knowledgeable about your classroom environment and the student teacher's observation experiences. I am always available to conference with mentor teachers who have questions, concerns or comments.

Thank you! ☺

Susan Toma-Berge

Coordinator, Multiple Subject Credential Program

tomas@uci.edu (949) 824-4172

UCI Multiple Subject MAT Program

Fieldwork at a Glance

Timeline (Weekly Overview)	**Target Experiences** (Experiences are scaffold to prepare for student teaching)	**Suggested Tasks** (Tasks subject to MT's discretion and are not to be considered all inclusive)
First day of school	• Observe mentor teacher and help with first day activities	Building Rapport • Meet with MT to review expectations and packet materials • Establish a regular schedule for observation and collaboration • Ask MT to introduce you to the students • Help set up the classroom • Participate in all opening day activities
September	• Observation of assigned mentor teacher's classes • Building rapport with mentor teacher, students, staff/faculty • Getting to know the environment	Observation of Mentor Teacher's (MT) classes • As an observer, view MT's classes and complete questions in fieldwork journal Beginning Level Participation • Assist with routines/procedures such as roll, warm ups, homework correction, etc. (as appropriate, to be determined by MT). • Assist with administrative tasks (e.g., preparing materials, grading/entering grades, etc.) Familiarization with the Environment • Tour the campus and begin to accomplish FW checklist form
October	• Continued observation of assigned MT's classes • Beginning level participation in MT's classes • Observations of other teachers within the department	Continued Observation of MT's classes • Observe MT's classes Increased Participation • Work with individuals/small groups and assist MT in monitoring during group work (as appropriate, to be determined by MT)
November	• Increased participation in MT's classes • Preparation for teaching part/whole lesson - (Purpose: exposure to being in front of students) • Observations of teachers in other disciplines	Preparation for Teaching a "lesson" • A "lesson" may include leading a discussion, explaining a project, teaching a small group, teaching part of a lesson to the whole class • A "lesson" may be based on MT's plan or one of your own creation • Work with MT to decide what is appropriate and when to teach
December	• Teaching experience • Increased participation in MT's classes • Continued observations of other teachers • Identify Academic Support placement (additional information to be provided)	Teaching Experience • Continue teaching lessons or parts of lessons (consider videotaping yourself – MT permission required) • Debrief with your MT to get feedback Increased Participation (See previous descriptions)

Student teachers will continue gaining experience with planning and instruction. The more opportunities student teachers have to plan instruction, interact with students, conduct lessons, assess student work, and collaborate with experienced teachers, the more confident they will be when transitioning to student teaching.
Please encourage your student teacher to be as involved as possible during the last month or two of fieldwork.
Some methods courses will assign activities that require students. Plan to review these assignments with your student teacher in order to schedule them into your long term planning.

FAQ for UCI Mentor Teachers

⇒ How do I contact someone at UCI if I have questions or concerns?
During fall quarter please contact Susan Toma-Berge at tomas@uci.edu or (949) 824-4172.

⇒ How do I ensure my candidate understands my expectations?
- Set up clear and detailed NORMS; revise as needed. See Sample Norms on *Norms for Fieldwork* handout.

⇒ How do I encourage collaboration, reflection, and feedback?
- Model these behaviors, tell your ST this is what you want to see, ask a lot of questions, ask your ST to ask you questions, have them observe collaboration meetings, provide opportunities for STs to give/get feedback, create a safe environment where they know it's okay to make mistakes, & create a consistent time and place for collaboration to take place each week.

⇒ What do I do if my student teacher is sitting in the back of the room, taking notes, and not engaging in active observation?
- Talk to your ST about what "active" what looks like/sounds like. Should they be assisting particular students? Working with small group? Be explicit.

⇒ How do I approach my candidate if I have some serious concerns?
- Select a day/time to engage in a thoughtful conversation. Be honest, start with positive feedback, and mention that you care and want your ST to succeed. Ask your candidate to reflect on the issue at hand and have a plan for improvement.

⇒ What is the expectation for candidate taking over the entire class?
- During fall quarter candidates are to be engaged in active observation, participation, leading routines, teaching small groups, and instructing a few whole class lessons. They should be not being taking over the entire day as this is their time to learn from a mentor teacher.

⇒ Can I leave my candidate(s) alone in the room?
- Only for short periods of time (i.e., you need to go to the bathroom or step outside to talk with the principal). As the teacher of record, mentors are legally responsible for the well-being of classroom students.

⇒ What should I use to provide my student teacher with feedback? Coaching tool?
- Although they are not yet student teachers we encourage you to use the *UCI Post-Observation Conference Protocol* to ask your candidate questions that focus on the learning goal, evidence of student learning and next steps.

⇒ Do I need to complete any formal observations or paperwork?
- At the end of the quarter I will send you a link to complete a short evaluation. This is not the same as the Mentor Teacher Candidate Evaluation that you complete during winter/spring. This

survey will give you an opportunity to communicate with UCI about your candidate's competency, professionalism, strengths, and areas of concern.

⇒ What should I do if my candidate is:

- Consistently tardy (even if it's just 2 minutes late)?
- Racing out the door at the end of the day (and it's not for UCI class)?
- Wearing inappropriate clothing?
- Speaking to parents about individual student progress?
- Talking/texting on cell phone during the instructional day?
- Not submitting lesson plans in a timely manner?
- Other professional conduct issues or concerns?

****Answer to all of the above**: Have a conversation with your ST immediately, explain your expectations, revise your norms, contact Susan, and document the concern, evidence as well as the conversations.

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.

- MS 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.
- 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.

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

Please view CTC leaflet at
http://www.ctc.ca.gov/credentials/leaflets/cl505p.pdf for more information.

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.*

ED 301 Assignments for the First Days of School

These assignments are meant to help you learn more about your Mentor Teacher and your students. Please arrange for a time to meet with your Mentor Teacher to discuss the timing of these assignments. They are due by September 19th on Canvas or through a Google form. More information will be available on the ED 301 syllabus.

Additional ED 301 assignments will be shared once fall quarter begins. ED 301 meets on Wednesdays from 1:00-3:50 for Cohort B and Fridays from 1:00-3:50 for Cohort A.

ED 301 Fieldwork Journal

During ED 301 you will keep a fieldwork journal to help guide your observation. The following is the first prompt you will answer. This entry will be due to the ED 301 Canvas by September 19th.

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

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 first 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?

UNIVERSITY OF CALIFORNIA, IRVINE Phone: (949) 824-5118

School of Education http://www.gse.uci.edu/

MULTIPLE SUBJECT

MENTOR TEACHER INFORMATION FORM

Please complete the information for the Mentor Teacher and return on the first class meeting. Some of the requested information will be entered into TEIIS, and consequently, needs to be accurate.

Candidate Name:_____

School_____District_____

School Phone Number _____ School Principal _____

MT Name_____Grade_____

MT Work E-Mail _____Room #_____

Preferred way to contact MT_____ School years 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)

Credentials and authorizations held:

_____

_____

_____

UCI Norms for Fieldwork Observation and Participation

Fall 2016

Candidates: Please drop in a typed copy of your Norms to the Chalk & Wire drop box by midnight September 19th.

Heading at top of document should include: Your name, district, school site, mentor teacher's name, date created

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 Experience Checklist

Updates should be ongoing and kept for reference. Please do not wait until the *last minute* as this causes unnecessary stress for you and your MT. 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. Electronic copy of Checklist is due to after your last day of fieldwork in December. For checklists completed by hand, please take a photo of your document and upload.

Candidate Name: _____

Mentor Teacher: _____ School Site: _____

Experience	Date	Notes/Comments
Meet the site administrator and school personnel		
Meet with MT - establish schedule & norms		
Familiarize self with school facilities (library, labs, resource rooms)		
Learn emergency procedures		
Attend Back to School Night		
Perform classroom routines (read aloud, spelling test, DLR/DOL)		
Assist individual students		
Work with small groups		
Teach at least 2 whole class lessons		
Observe recess/lunch and interact with students at least 2 times		
Observe a lesson in primary or upper grade (opposite of current placement) *		
Attend at least one extra-curricular activity (fundraiser, sporting event)		
Ask MT questions from fieldwork journal		
Become familiar with assessments (benchmarks, report cards)		
Attend a grade level or staff meeting		
Observe parent/teacher conference		
Thank MT & school personnel by your last day in December		
Other:		

University of California, Irvine

Parent Release Form for Videotaping During Instruction

(To be completed either by the parents/legal guardians of minor students involved in this project, or by students more than 18 years of age who are involved in this project)

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: _____

Permission Slip

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
(Name of School) (Cooperating Teacher's Name) 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:** _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is <u>not</u> being evaluated by this project and that my last name will <u>not</u> appear on any materials that may be submitted.

☐ **I DO** give permission to you to include image on videotape as I participate in this class conducted and/or to reproduce materials that I may produce as part of classroom activities.

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

Signature of Student: _____ **Date:** _____

Date of Birth: _____/_____/_____

University of California, Irvine

Formulario de descargo del estudiante

(Para estar llenado o por los padres/guardianos de un estudiante menor de edad participando en este proyecto, o por los estudiantes mismos que tienen 18 años de edad o más que están participando en este proyeco)

Queridos Padres/Guardianos/Personas Responsables,

Parte de mi trabajo para ganar una credencial de maestría a la Universidad de California, Irvine, es un requísito 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 proposito de este video es para analizar el impacto de mis enseñanzas sobre el aprendisaje de los estudiantos. 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:_____

Permiso

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 apropiadad abajo.)

☐ **DOY** mi permiso que Uds. incluyan el imagen de mi hijo/a en un video como partícipe en la clase dada a _____por_____
(nombre de la escuela) (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 cualquieras 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:** _____

Soy el estudiante nombrado encima y tengo 18 años de edad o más. He leído y comprendido la descripción del proyecto escrito arriba. Entiendo que mi participación <u>no</u> se evaluará por este proyecto y que mi apellido <u>no</u> se usará en ningunas materiales que se entreguen.

☐ **DOY** mi permiso que Uds. incluyan mi imagen en video como partícipe en esta clase conducida y/o reproduzcan materiales que produzca como parte de actividades del aula.

☐ **NO DOY** mi permiso que me graben en video o reproduzcan materiales que produzca como parte de las actividades del aula

Firma del estudiante: _____ **Fecha:** _____
Fecha de nacimiento: _____/_____/_____

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

Transitions	Positive Reinforcement of Desirable Behaviors	Redirecting to Lead Students to Desirable Behaviors	Strategies for Actively Engaging Students in Learning	Strategies for Time Management

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

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?

Student Names	Social Behaviors	Learning Behaviors	Strengths	Areas of Support

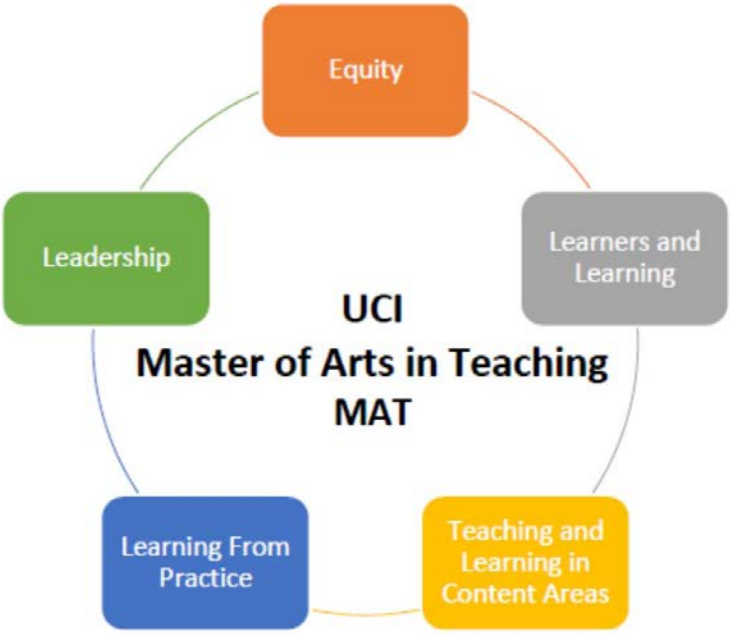
UCI School of Education

Multiple Subject MAT

Student Teacher Handbook for Winter Quarter 2017

The UCI Master of Arts in Teaching (MAT) Five Core Commitments 26
Student Teaching Dates 28
Student Teaching Expectations 29
Guidelines for Mentor Teachers 30
Student Teaching Timeline 31
FAQ for UCI Mentor Teachers 33
edTPA and CAT Timeline 35
MS 2016-2017 UCI LESSON PLANNER 36
MS 2016-2017 edTPA and CAT UCI LESSON PLANNER 42
UCI Supervisor 46
University of California, Irvine - Post-Observation Conference Protocol 47
OBSERVATION AND POST OBSERVATION CONFERENCES 49
Math Observation Rubrics 50
All Other Observations Rubrics 55
Observation Self-Reflection 60
UCI Multiple Subject MAT: Evidence of Teacher Performance Expectations 63
University of California, Irvine – Multiple Subject Credential Program Schedule – Winter 2017 66
UCI School of Education MAT Program Overview 67
Sample Long Term Planner for Solo Placement 68
Sample Long Term Planner for Paired Placement 69
Paired Placement 70
Co-Teaching Videos 71
Co-teaching Strategies 72
Teacher Job Fair 74

UCI MAT – Learning to Teach – Teaching to Learn



The UCI Master of Arts in Teaching (MAT) Five Core Commitments

Equity: We are committed to preparing candidates who understand the challenges that students from traditionally under-served populations experience in school, who develop agency to advocate for underserved student populations and who have a commitment to addressing inequities that reside in the educational system. We draw on research on equity in schooling to inform the design of courses and learning experiences to support candidates in developing attention to issues of equity in teaching.

Understanding Learners & Learning: We are committed to preparing candidates who focus on learners and learning. We prepare candidates to understand who the learners are in their classrooms and how to design instruction that draws on the competencies and knowledge that students bring to bear on their learning. We also provide candidates with experiences to study theories of learning and development, while also observing and reflecting on those theories in context. Candidates use these experiences to guide instructional planning and decision-making.

Teaching and Learning in the Content Areas: We are committed to preparing candidates to teach in the content areas and to developing their content knowledge for teaching and pedagogical practices unique to the discipline. Using practice-based approaches to teacher preparation, candidates learn high leverage practices for teaching in the content areas.

Learning from Practice: We are committed to preparing candidates to learn in and from their practice. Teacher candidates cannot learn all they need to learn in teacher preparation but they can learn how to systematically inquire about teaching and learning, collect data to provide insight on instruction, and use what they learn through professional collaboration to improve their practice.

Leadership: We are committed to preparing candidates who will become leaders in their school. We use innovative approaches to teacher education to cultivate their practices for leading teacher learning once they become teachers.

Student Teaching Dates

Winter Quarter 2017

UCI Classes begin the week of January 9th, 2017.

Student Teaching begins: when school returns in January

Student Teaching ends: March 16th or March 23rd (for NMUSD and SAUSD)

Mid-Term Evaluation for Mentor Teachers: February 10th

Final Evaluation for MTs and Supervisors: February 17th

Spring Quarter 2017

UCI Classes begin the week of April 3rd, 2017.

Student Teaching begins: ~~March 27th~~-April 3rd

Student Teaching ends: last day of school

Mid-Term Evaluation for Mentor Teachers:~~ April 5th~~-May 5th

Final Evaluation for MTs and Supervisors: June 9th

Student Teaching Expectations

- A full school day is defined as arriving a ***minimum*** of one half hour before the first bell and leaving no earlier than one half hour after the end of the school day.

- You are expected to remain after school with your MT to prepare and plan for upcoming lessons. The hours for planning will be determined in collaboration with the MT

- During the winter and spring quarters, student teachers must:
- Demonstrate professional communication and conduct throughout the student teaching assignment.
- Demonstrate developing competency in the areas of instructional and curricular planning, instruction, assessment, reflection and classroom management.
- Participate with the mentor teacher in collaboration and co-teaching.
- Demonstrate readiness to assume full-time student teaching responsibility.
- Schedule and participate in regular planning and reflective meetings with the mentor teacher throughout the student teaching assignment.
- Conference with Supervisor after each observation visit.
-

Guidelines for Mentor Teachers

Professional Communication

√ Set up two-way Norms for professional communication, demeanor and other important items that will contribute to a healthy working relationship (see samples in MT folder).

√ Work with your candidate on setting goals, discussing progress and revising goals over the 10 weeks.

Planning

√ Plan a schedule for the assumption of teaching responsibilities with the candidate. The candidate is responsible for completing a Long Term Planning Chart in collaboration with the mentor teacher and submitting it to their UCI Program Coordinator. The goal is to scaffold the candidate to assume responsibility for planning and instruction in all content areas independently for a minimum of 2 weeks.

√ Plan for the assumption of Math instruction first, in preparation for completion of the Teaching Event.

Support

√ Assist the candidate in becoming familiar with the schedule, curriculum, classroom management system, record-keeping system, and the students in your classroom.

√ Assist the candidate in becoming familiar with school facilities, policies, and procedures.

√ Conference with and provide feedback to the candidate on a regular basis.

√ Participate in collaborative planning and co-teaching, as well as analyzing student assessments. Model how to make instructional decisions based on student learning.

√ Provide a positive role model for the candidate in all aspects of teaching, including professional conduct and communication, planning, instruction, management and assessment.

Student Teaching Timeline

This is a suggested timeline for the gradual assumption of responsibility. Mentor Teachers and Student Teachers will collaborate to determine the most developmentally appropriate timeline.

Week 1

- Observe and participate Monday-Thursday
- Get involved in the daily routines
- Demonstrate initiative
- Collaborate and communicate
- Use the classroom management system
- Co-teach with your mentor (one teach/one assist)

Week 2

- Collaborate with your MT (and partner) about what subject (or group) you are prepared to take the lead role.
- Plan and teach that subject for the week
- Co-teach all other subjects with your MT and partner
- Discus the edTPA with your MT

Week 3

- Collaborate with your MT (and partner) about which 2 subjects (or groups) you are prepared to take over this week.
- - Continue to co-teach all other subjects
- Select your math topic and the week to teach your edTPA

Weeks 4-8

- Continue adding one more subject or group
- Write lesson plans for edTPA
- Teach and record your edTPA segment

Weeks 9-10

- You (and your partner) are responsible for teaching/co-teaching the full day.

As student teachers take on responsibility for planning and teaching, as full UCI Lesson Planner is not required. Instead, Student Teachers may use any format that has been approved by their Mentor Teacher. Some MTs like to see an outline of the lesson with a learning goal, some like to see the assessment, and others like to see the topic to be taught. Please consult with the Coordinator, Susan, or

the Supervisor, if you would like a sample.

FAQ for UCI Mentor Teachers

How do I contact someone at UCI if I have questions or concerns?

- Please feel free to contact Susan Toma-Berge at tomas@uci.edu or (949) 328-4824.

How do I ensure my candidate understands my expectations?

- Set up clear and detailed NORMs; revise as needed.

How do I encourage collaboration, reflection and feedback?

- Model these behaviors, tell your ST this is what you want to see, ask a lot of questions, ask your ST to ask you questions, have them observe collaboration meetings, provide opportunities for STs to give/get feedback, create a safe environment where they know it is okay to make mistakes, and create a consistent time and place for collaboration to take place each week.

What do I do if my student teacher is sitting in the back of the room, taking notes, and not engaging in active participation?

- Talk to your ST about what "active" looks like/sounds like. Should they be assisting particular students? Working with small groups? Be explicit.

How do I approach my candidate if I have some serious concerns?

- Select a day/time to engage in a thoughtful conversation. Be honest, start with positive feedback, and mention that you care and want your ST to succeed. Ask your candidate to reflect on the issue at hand and have a plan for improvement.

What is the expectation for candidate taking over the entire class?

- During fall quarter candidates are to be engaged in active observation, participation, leading routines, teaching small groups, and instructing a few whole class lessons. They should not be taking over the entire day as this is their time to learn from a mentor teacher.

Can I leave my candidate(s) alone in the room?

- Only for short periods of time. As the teacher of record, mentors are legally responsible for the well being of classroom students.

What should I use to provide my student teacher with feedback? Coaching tool?

- Although they are not yet student teachers we encourage you to use the UCI Post-Observation Conference Protocol to ask your candidate questions that focus on the learning goal, evidence of student learning and next steps.

Do I need to complete any formal observations or paperwork?

- At the end of the quarter I will send you a line to complete a short evaluation. This is not the same as the Mentor Teacher Candidate Evaluation that you complete during winter/spring. This survey will give you an opportunity to communicate with UCI about your candidate's competency, professionalism, strengths and areas of concern.

What should I do if my candidate is:

- Consistently tardy?
- Racing out the door at the end of the day (and it's not for UCI class)?
- Wearing inappropriate clothing?
- Speaking to parents about individual student progress?
- Talking/texting on cell phone during the instructional day?
- Other professional conduct issues or concerns?

Have a conversation with your ST immediately, explain your expectations, revise your norms, contact Susan Toma-Berge, and document the concern, evidence as well as conversations.

edTPA and CAT Timeline

January 15, 2017	**Science CAT Due**
January 29, 2017	**Literacy Task 4 CAT Due – Literacy Task 4 Benchmark Scores Due**
March ~~24,~~ 26, 2017	**edTPA due to Chalk and Wire (UCI)**
March 30, 2017	**edTPA due to Pearson**
April 30, 2017	**HSS (History-Social Science) CAT Due – HSS Benchmark Scores Due**

edTPA Brown Bags
Fridays from noon-1:00

Teacher Candidate: _____ **Date:** _____

MS 2016-2017 UCI LESSON PLANNER

Part 1: Classroom Information

Grade: _____ **Content Area:** _____

School:_____ **Mentor Teacher:** _____

Group Size: _____ **Lesson Length:** _____ **minutes**

Student Context:

	Identified Student Needs	Accommodations During Instruction to Support Student Needs
Students with Special Needs (IEP and/or 504)		
Students with Specific Language Needs (ELL)		
Students with Other Learning Needs (Behavior, Struggling Reader, Struggling Math)		

Part 1: Planning for the Lesson

A: Standards

i. **Key Content Standard**:

ii. **Math Practice Standard or ELA Capacity: CCSS-M Standards for Mathematical Practice, or NGSS Science and Engineering Practices, CCSS-ELA Capacity of Literate Individuals**

iii. **Related ELD Standard (must be included when using an ELA Standard)**:

B. Objectives

i. **Learning Objective/Goal**: The students will (**DO __**) to (**LEARN ___**).

ii. **Language Objective** (transfer this from "Incorporating Academic Language"):

C. Assessments:

i. Informal assessment strategies you will use during class (What informal assessment strategies will you use, what specific evidence will you see and/or hear and how will you note it?)

Assessment Strategy	Evidence of Student Learning

ii. Written assessment you will use to determine, **for each** individual student, to what extent they have met your learning objectives. (What evidence will you collect?)

D. Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:

Part 2: Instructional Sequence - Engaging Students in the Learning Process

Optional: Starter and/or Homework Discussion (___ min.)

Introduction (___ min.): Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a "hook", **AND** 2) let students know what the objective of the lesson is.

Body of the Lesson (_____ minutes): Describe step-by-step what the teacher and the students will be doing during the lesson.

There are a variety of subject-specific lesson templates that you can use as the body of the lesson. Some examples are:

Math: Launch, Explore, Summarize/Orchestrate Discussion

Reading: Before, During, After

History-Social Studies: Engage, Develop, Explore, Apply

Science: Engage, Explore, Explain, Elaborate, Evaluate

Make sure that you include the specific academic language strategies you will use to support your students in using academic language to talk/write about the math they are learning.

Make sure you identify the specific assessment you are using in the Body of the Lesson.

Homework (if you are assigning homework, what will it be?):

Closure (_____minutes): Describe how you will prompt the students to summarize the lesson and restate the learning objective.

Part 3: Incorporating Academic Language

(to be completed after you have planned the content part of your lesson plan)

1. Describe the rich learning task(s) related to the content learning objective.

2. **Language Function:** How will students be communicating in relation to the content in the learning task(s)? Identify the specific **function** (purpose or genre) you want to systematically address in your lesson plan that will scaffold students to stronger disciplinary discourse. The language function will always be a verb. Some examples are: describe, identify, explain, justify, analyze, construct, compare, or argue.

3. **Language Demands**: Looking at the specific function (purpose or genre) your students will be using, what are the language demands that you will systematically address in this lesson?
   Vocabulary:

Key to this lesson:

Syntax[1]:

Discourse[2]:

4. **Language Objective:** What is/are the **language objective(s)** for your lesson? (The students will (FUNCTION) (LANGUAGE RELATED TO CONTENT) (SYNTAX AND/OR DISCOURSE)

For example: The students will compare different types of parallelograms using transition words such as similarly, different from or by contrast. Note: be sure to copy and paste this into the top of the lesson planner.

5. What does your language objective sound like/look like for different levels of language learners? Ask yourself, "What would the students say/write when using the language function." Remember to consider the language demands while creating sample language that the students might use.

Start here!

Emerging	**Expanding**	**Bridging**

6. **Language Support:** What **instructional strategies** will you use during your lesson to teach the specific language skill and provide support and opportunities for guided and independent practice?

Instruction	**Guided Practice**	**Independent Practice**

[1] Use of a variety of sentence types to clarify a message, condense information, and combine ideas, phrases, and clauses.

[2] Discourse includes the structures of written and oral language, as well as how member of the discipline talk, write, and participate in knowledge construction.

7. Be sure to incorporate your ideas in #6 above into your actual lesson plan!

Assessment Notes:

* Be sure to incorporate assessment items of your targeted academic language into your assessments.

* Be sure to review any assessments you are going to use, and consider what modifications you may need to make for your language learners.

Part 4: Lesson Analysis

In addition to answering the questions below, annotate (make notes on) the actual lesson plan to indicate what worked, what didn't, missed opportunities you had, where you collected evidence of student learning, how you monitored students, and other anecdotes.

LEARNING GOAL

1. What was your content learning objective/goal?

EVIDENCE

2. a) What specific examples of student learning do you have that showed students met or made progress toward the content learning objective? Please complete the chart below.

Teacher Actions &/or Strategies	Evidence of Student Learning

b) Write a narrative that explains the decisions and strategies you used that led to successful student learning of your content learning objective.

c) *What evidence is missing? What would you do to capture this evidence in the future?*

3. a) What specific examples of student learning do you have that showed students struggled to meet or make progress toward this goal? Please complete the chart below.

Teacher Actions &/or Strategies	Evidence of Student Learning

b) Write a narrative that explains the decisions and strategies that may have interfered or created missed opportunities in terms of student learning.

c) What evidence is missing? What would you do to capture this evidence in the future?

4. Considering evidence of student learning (both student progress and student struggle), if you were to teach this lesson again, how would you change your math teaching of this topic to better reach the learning needs of the students? *How do you expect these strategies to impact students' achievement of the lesson learning goal(s)?*

NEXT STEPS

5. Using the evidence of student learning described and observed, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?

Teacher Candidate: _____ **Date:** _____

MS 2016-2017 edTPA and CAT UCI LESSON PLANNER

Part 1: Classroom Information

Grade: _____ **Content Area:** _____

School:_____ **Mentor Teacher:** _____

Group Size: _____ **Lesson Length:** _____ **minutes**

Part 1: Planning for the Lesson

A: Standards

iv. **Key Content Standard**:

v. **Related ELD Standard (must be included when using an ELA Standard)**:

B. Objectives

iii. **Learning Objective/Goal**: The students will (**DO**) to (**LEARN**).
iv. **Language Objective** (transfer this from "Incorporating Academic Language"):

C. Assessments:

iii. Informal assessment strategies you will use during class (What informal assessment strategies will you use, what specific evidence will you see and/or hear and how will you note it?)

Assessment Strategy	Evidence of Student Learning

iv. Written assessment you will use to determine, **for each** individual student, to what extent they have met your learning objectives. (What evidence will you collect?)

D. Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:

Part 2: Instructional Sequence - Engaging Students in the Learning Process

Optional: Starter and/or Homework Discussion (___ min.)

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History-Social Studies: Engage, Develop, Explore, Apply

Science: Engage, Explore, Explain, Elaborate, Evaluate

Make sure that you include the specific academic language strategies you will use to support your students in using academic language to talk/write about the math they are learning.

Make sure you identify the specific assessment you are using in the Body of the Lesson.

Homework (if you are assigning homework, what will it be?):

Closure (_____minutes): Describe how you will prompt the students to summarize the lesson and restate the learning objective.

Part 3: Incorporating Academic Language

(to be completed after you have planned the content part of your lesson plan)

3. Describe the rich learning task(s) related to the content learning objective.

4. **Language Function:** How will students be communicating in relation to the content in the learning task(s)? Identify the specific **function** (purpose or genre) you want to systematically address in your lesson plan that will scaffold students to stronger disciplinary discourse. The language function will always be a verb. Some examples are: describe, identify, explain, justify, analyze, construct, compare, or argue.

5. **Language Demands**: Looking at the specific function (purpose or genre) your students will be using, what are the language demands that you will systematically address in this lesson?

   Vocabulary:

   Key to this lesson:

   Syntax[3]:

   Discourse[4]:

[3] Use of a variety of sentence types to clarify a message, condense information, and combine ideas, phrases, and clauses.

[4] Discourse includes the structures of written and oral language, as well as how member of the discipline talk, write, and participate in knowledge construction.

6. **Language Objective:** What is/are the **language objective(s)** for your lesson? (The students will (FUNCTION) (LANGUAGE RELATED TO CONTENT) (SYNTAX AND/OR DISCOURSE)

For example: The students will compare different types of parallelograms using transition words such as similarly, different from or by contrast. Note: be sure to copy and paste this into the top of the lesson planner.

7. **Language Support:** What **instructional strategies** will you use during your lesson to teach the specific language skill and provide support and opportunities for guided and independent practice?

Instruction	**Guided Practice**	**Independent Practice**

8. Be sure to incorporate your ideas in #6 above into your actual lesson plan!

Assessment Notes:

* Be sure to incorporate assessment items of your targeted academic language into your assessments.

* Be sure to review any assessments you are going to use, and consider what modifications you may need to make for your language learners.

UCI Supervisor

- Your Supervisor's main goal is to support your progress toward becoming a teacher.
- You will meet your Supervisor at the Winter Orientation on January 13th to discuss your shared expectations, schedule observations and Q/A.
- A Supervisor is UCI faculty who will formally observe you a minimum of **4** times a quarter.
- After each formal observation you will conference with your Supervisor and Mentor Teacher (if she/he is available).
- Supervisors monitor your progress on the edTPA, CATs and Student Teaching Binder.
- Your Supervisor will maintain communication with you, your Mentor Teacher and the Coordinator (Susan T.) about your progress.
- A complete UCI Lesson Plan must be sent to your Supervisor before your lesson observation.

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 3, 4)

LEARNING

- How do you know that the students made progress toward that goal or are still struggling with the lesson topic? (TPE 5; edTPA 8)
- How did your planning impact all students' access to the learning goal? TPE 4(UDL)
- How did you build off of your students' Funds of Knowledge and assets? (TPE 3; edTPA 5)
- How did you activate your students' prior learning? (TPE 1, 4)
- How did you push your students to a deeper learning or understanding of the topic? (TPE 3; edTPA 8)

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 2; edTPA 6)
- How did you actively engage students in a learning task related to the lesson topic? (TPE 1, 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 3; 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 1, 4; edTPA 8)
- What kind of feedback did you/will you give to your students? And what will they do with this feedback? (TPE 5; edTPA 5, 7)

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 13 esson?
- 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 rubric, fill it out, write a reflection on their assessment and submit it to the Supervisor.

OBSERVATION AND POST OBSERVATION CONFERENCES

- Supervisor and Candidate set date for observation
- Candidate confers with Mentor Teacher then confirms or reschedules date
- Candidate sends Supervisor a lesson plan through Chalk & Wire at least 24-48 hours ahead of time
- Supervisor responds with feedback if adequate time is given
- Candidate and Supervisor decide if there is something specific to be observing based on last observation, or observation goals

- Supervisor arrives at the school site to observe Candidate teach the lesson
- If possible, Supervisor greets and speaks with the mentor
- Candidate teaches the lesson
- Supervisor's observation includes note taking and monitoring of student work

- After the lesson, Supervisor, Candidate and Mentor Teacher (if available) meet for the Post-Observation Conference
- The Post-Observation Conference Protocol is used to guide the conversation
- As a group, one rubric (1, 5, 6, 7 or 8) is selected as the area for growth

- Within 48 hours of the observation, the Candidate writes a Self-Reflection on Chalk & Wire by selecting a level from one rubric (1, 5, 6, 7, or 8) that was identified at the Post-Observation Conference as an area for growth and respond to both prompts:
    - Drawing on evidence from your lesson, explain your self-assessment in terms of actively engaging students?
        - See specific rubric on Chalk & Wire to write to the selected level.
    - What alternative strategies would you use when planning a lesson?
        - See specific rubric on Chalk & Wire and write to the selected level.
- Submit Self-Reflection to Supervisor through Chalk & Wire
- Supervisor responds to Candidate Self-Reflection
- Candidate, Mentor Teacher and Supervisor select this rubric or identify another specific rubric as the focus core practice for the next observation.

Math Observation Rubrics

Planning Rubrics - Rubric 1: Planning for Mathematical Understandings

How do the candidate's plans build students' conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills?				
Level 1[5]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on** facts and/or procedures with **no connections** to • concepts OR • mathematical reasoning or problem-solving skills. OR There are **significant content inaccuracies** that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are **not aligned with each other**.	Candidate's plans for instruction **support student learning of facts and procedures** with **vague connections to** • concepts OR • mathematical reasoning or problem-solving skills.	Candidate's plans for instruction ~~build on each other~~ to support learning of facts and procedures with **clear** connections to • concepts OR • mathematical reasoning or problem-solving skills.	Candidate's plans for instruction ~~build on each other to~~ supports learning of facts and procedures with clear **and consistent** connections to • concepts AND • mathematical reasoning or problem-solving skills.	Level 4 plus: Candidate explains how they will use learning tasks and materials to **lead students to make** clear and consistent **connections**.

[5] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Math Observation

Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning or problem-solving skills?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The assessments only provide evidence of students' procedural skills or factual knowledge. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' • conceptual understanding, • procedural fluency, OR • mathematical reasoning or problem-solving skills during the learning segment.	The assessments provide evidence to monitor students' • conceptual understanding, • procedural fluency, AND • mathematical reasoning or problem-solving skills during the learning segment.	The assessments provide multiple forms of evidence to monitor students' progress toward developing • conceptual understanding, • procedural fluency, AND • mathematical reasoning or problem-solving skills throughout the learning segment.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

Math Observation

Instruction Rubrics - Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

Math Observation

Instruction Rubrics - Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing understanding of mathematical concepts?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on mathematical skills or procedures with little attention to developing understanding of mathematical concepts.	Students are engaged in learning tasks that address understanding of mathematical concepts.	Students are engaged in learning tasks that develop understanding of mathematical concepts.	Students are engaged in learning tasks that deepen and extend their understanding of mathematical concepts.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning to new learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.

Math Observation

Instruction Rubrics - Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and develop understanding of mathematical concepts?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to mathematical reasoning or problem solving to develop understanding of a mathematical concept.	Candidate elicits and builds on students' mathematical reasoning or problem solving to explicitly portray, extend, or clarify a mathematical concept.	Level 4 plus: Candidate facilitates interactions among students to develop understanding of a mathematical concept.

All Other Observations Rubrics

Planning Rubrics - Rubric 1: Planning for Content Understanding

How do the candidate's plans build students' conceptual understanding or understanding of an essential strategy?				
Level 1[6]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on** facts, skills and/or procedures with **no connections** to • concepts or strategies OR There are **significant content inaccuracies** that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are **not aligned with each other**.	Candidate's plans for instruction **support student learning of facts**, skills **and procedures** with **vague connections to** • concepts or strategies	Candidate's plans for instruction **build on each other** to support learning of facts and procedures with **clear** connections to • concepts or strategies	Candidate's plans for instruction build on each other to support learning of facts and procedures with clear **and consistent** connections to • concepts AND • strategies	Level 4 plus: Candidate explains how they will use learning tasks and materials to **lead students to make** clear and consistent **connections**.

Essential strategy: an approach used by the students to make meaning of content.

Literacy Strategies: summarizing, retelling, comparing and contrast, use evidence to predict, draw conclusions from informational text…

Adapted from edTPA Elementary Education Handbook, 2016

[6] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

All Other Observations

Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' conceptual understanding or use of an essential strategy?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The assessments only provide evidence of students' procedural skills or factual knowledge. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' • conceptual understanding, • use of an essential strategy during the learning segment.	The assessments provide evidence to monitor students' • conceptual understanding, • use of an essential strategy during the learning segment.	The assessments provide multiple forms of evidence to monitor students' progress toward developing • conceptual understanding, • use of an essential strategy throughout the learning segment.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

All Other Observations

Instruction Rubrics - Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

All Other Observations

Instruction Rubrics - Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing understanding of concepts or use of essential strategies?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on skills or procedures with little attention to developing conceptual understanding.	Students are engaged in learning tasks that address conceptual understanding.	Students are engaged in learning tasks that develop conceptual understanding.	Students are engaged in learning tasks that deepen and extend their conceptual understanding.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning to new learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.

All Other Observations

Instruction Rubrics - Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and develop conceptual understanding or use of essential strategies?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to reasoning or problem solving to develop understanding of a concept or essential strategy.	Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify a concept or essential strategy.	Level 4 plus: Candidate facilitates interactions among students to develop understanding of a concept or apply essential strategy in meaningful context.

Observation Self-Reflection

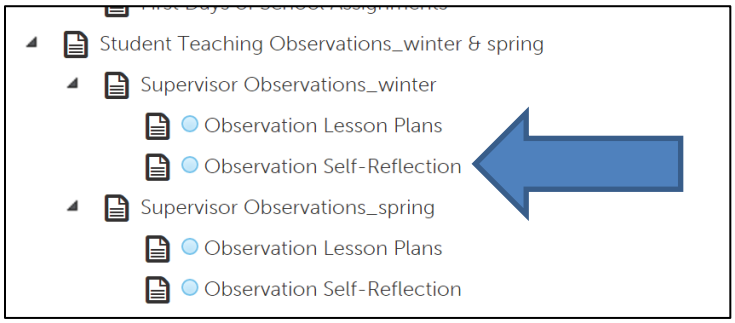
Instructions for submitting on Chalk & Wire

Winter& Spring 2017

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

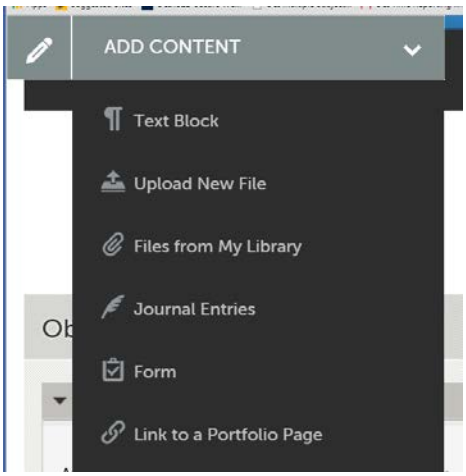
Menu – Work – My Coursework – Multiple Subjects

Scroll down to: Student Teaching Observations_winter & spring



Click on “Observation Self-Reflection” under the current quarter.

Click on “ADD CONTENT” and select “Form”



Select the Rubric # you and your Supervisor highlighted at your Conference.

Click on “Save”

Click on your form to open and edit.

Select the rubric level(s) 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.

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

Click on “Save” when complete. Make sure you have included your School name and Observation Date.

Scroll back to the top and hit the green “SUBMIT” button. If the button is not green, make sure you have filled in your school name and observation date.

Fill in your Supervisor’s name then click on “Submit”.

UCI Multiple Subject MAT: Evidence of Teacher Performance Expectations

Candidate: Grade Level:

4 Consistently uses the knowledge, skill, and/or practice appropriately and competently
3 Demonstrates a developing ability to use the knowledge, skill, and/or practice appropriately and competently
2 Demonstrates an awareness of the knowledge, skill, and/or practice and its importance, but not able to demonstrate competent use
1 Shows little or no awareness of knowledge, skills, and/or practices in contexts where there should be awareness and/or use
N Evidence or observation opportunity too limited to evaluate knowledge, skill, and/or practice

TPE 1: Engaging and Supporting All Students in Learning	Evidence
1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 1.3	
2. Promotes critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 1.5	
3. Supports 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. 1.6	
4. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. 1.8	
Comments:	
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
5. Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. 2.3	
6. Maintains high expectations for learning with appropriate support for the full range of students in the classroom. 2.5	
7. Establishes and maintains 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. 2.6	
Comments:	

TPE 3: Understanding and Organizing Subject Matter for Student Learning	
8. Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. 3.1	
9. Uses knowledge about students and learning goals to organize the curriculum to facilitate understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. 3.2	
10. Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and designs and implements disciplinary and cross-disciplinary learning sequences. 3.3	
11. Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. 3.6	
Comments:	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
12. Makes effective use of instructional time to maximize learning opportunities for all students. 4.4	
13. Plans and implements Universal Design for Learning strategies and appropriate modifications in order to provide access to the curriculum for all students. 4.4	
14. Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials and resources. 4.4	
15. Plans for and effectively orchestrates opportunities for students to support each other in learning. 4.4	
16. Plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students. 4.7	
Comments:	
TPE 5: Assessing Student Learning	
17. Demonstrates knowledge of the purposes, characteristics, and appropriate uses of different types of assessments. 5.1	
18. Collects and analyzes assessment data from multiple measures and sources (including information from IEP, IFSP, ITP and 504 plans) to plan and modify instruction and document students' learning over time. 5.2, 5.8	

Comments:	
TPE 6: Developing as a Professional Educator	
19. Reflects on teaching practice to improve student learning. 6.1	
20. Recognizes his/her own values and biases and works to mitigate any resulting negative impact on students. 6.2	
21. Exhibits positive dispositions of caring, support, acceptance and fairness toward all students. 6.2	

University of California, Irvine – Multiple Subject Credential Program Schedule – Winter 2017

January 9 – March 24

COHORT A							
COURSE	CODE	TITLE	UNITS	DAY	TIME	ROOM	INSTRUCTOR
ED 304	12785	STUDENT TEACHING IN ELEMENTARY SCHOOL : W 1/11, 1/25, 2/8; T 2/21, 3/7	8	W/T	4:30-6:50	W 2024 T 2001	TOMA-BERGE
ED 306*	12792	SUPERVISED TEACHING BILINGUAL (BCLAD) CANDIDATES– same as 304	--				TOMA-BERGE
ED 246	12540	Teaching Investigation: Identifying Dilemmas of Practice	4	F	1:00-3:50	2001	TOMA-BERGE
ED 322B**	12832	CURRICULUM AND METHODS FOR ELEMENTARY SCHOOL MATH	4	F	9:00-11:50	2010	HENRY
ED 325	12840	Teaching Visual and Performing Arts Meets first 5 weeks of the quarter 1/10-2/7	2	T	4:30-7:20	2009	BURGE
ED 348	12910	Educational Equity and the Exceptional Learner Meets last 5 weeks of the quarter 2/15-3/15	2	W	4:30-7:20	2010	TUNNEY
COURSE	CODE	TITLE	UNITS	DAY	TIME	ROOM	INSTRUCTOR
ED 304	12786	STUDENT TEACHING IN ELEMENTARY SCHOOL: T 1/10, 1/24, 2/7; W 2/22, 3/8	8	T/W	4:30-6:50	T 2001 W 2024	TOMA-BERGE
ED 306*	12792	SUPERVISED TEACHING BILINGUAL (BCLAD) CANDIDATES– same as 304					TOMA-BERGE
ED 246	12541	Teaching Investigation: Identifying Dilemmas of Practice	4	F	1:00-3:50	2010	TUNNEY
ED 322B**	12834	CURRICULUM AND METHODS FOR ELEMENTARY SCHOOL MATH	4	F	9:00-11:50	2001	STONE
ED 325	12841	Teaching Visual and Performing Arts Meets last 5 weeks of the quarter 2/14-3/14	2	T	4:30-7:20	2009	BURGE
ED 348	12911	Educational Equity and the Exceptional Learner Meets first 5 weeks of the quarter 1/11-2/8	2	W	4:30-7:20	2010	TUNNEY

UCI School of Education MAT Program Overview

Strand	Summer 1 Session 1	Summer 1 Session 2	Fall	Winter	Spring	Summer 2 Session 1
Classroom Teaching and Methods: *The courses in this strand aim to help candidates develop effective teaching practices that support students' learning in classrooms.*		**364 Instructional Design and Ed. Technology in the Elementary Classroom (2)**	**301 Fieldwork Seminar (2)**	**304 Student Teaching Seminar (8)**	**304 Student Teaching Seminar (12)**	
		323A Science Methods (2)	**323B Science Methods (2)**		**359 Social Studies and Information Literacy (4)**	
			326 Methods for Elementary Reading (4)	**325 Teaching Visual and Performing Arts (2)**	**363 Arts Integration (2)**	
			362 ELA/ELD (4)			
			320 P.E./Health (4)			
		202 Outcomes of Schooling -- Student Assessment (4)	**322A Math Methods (4)**	**322B Math Methods (4)**		
The Learner: *The courses in this strand aim to support candidates deepen their understanding about learners across various developmental stages and their needs.*	**374 Learning and Child Development (4)**			**348 Educational Equity and the Exceptional Learner (2)**		
	241 Children's Sense Making (Science) (2)					
Context & Culture: The courses in this strand aim to help candidates deepen their understanding about historical, political, social contexts of schooling and the issue of equity.	**230 The History and Culture of Schooling in the United States (4)**	**ED 243 The Policy Environment of Teaching (2)**	**347 Culture, Diversity and Educational Equity (4)**			
Research & Inquiry: *The courses in this strand aim to support candidates becoming teacher leaders who can understand and solve problems of practice.*				**246 Teaching Investigation: Identifying Dilemmas of Practice (4)**	**247 Teaching Investigation: Exploring the Dilemmas of Practice (4)**	**248 Understanding Teacher Agency (4)**
90 Quarter Units	10	10	24	20	22	4

Sample Long Term Planner for Solo Placement

WEEK	OPENING/ ROUTINES	READING/ LANGUAGE ARTS	MATH	edTPA	SCIENCE	SOCIAL SCIENCE	OTHER (Art, Music, PE, Staff Dev.)
1	Observe & assist	Small groups	Observe & assist	timeline	Observe & assist	Observe & assist	
2	Lead class in & out; assist with opening/routines	Observe & Assist	Teach small group lessons	Start writing Context section	Observe & Assist	Observe & Assist	Teach PE Observe music & art
3	LEAD OPENING ROUTINES	Plan & teach for 1 small group	Plan & teach 1-2 whole class lessons	Talk to MT about topics to cover	Observe & Assist	Integrate SS into reading	Attend CCSS training
4	↓	Plan & teach for 2 small groups	Plan & teach 3-4 whole class lessons	Write lesson plan for edTPA	Integrate science into reading	Plan and teach rotation	Attend grade level meeting
5	↓	Plan & teach	Plan & teach 3-4 whole class lessons	Write lesson plan for edTPA	Plan and teach rotation	↓	
6	↓	↓	TEACH		↓	↓	
7	↓	↓	Teach – prepare for video		↓	↓	
8	↓	↓	edTPA Lessons	Video Tape lesson	↓	↓	
9	↓	↓	edTPA Lessons	Write anlaysis	↓	↓	
10	↓	↓	TEACH	Write reflection	↓	↓	

Sample Long Term Planner for Paired Placement

SAMPLE: Paired Placement	Math	edTPA Math	Reading/Language Arts	Social Studies	Science	Art, Music, PE, Staff Dev.
Week 1	Co-Teach	timeline	Co-Teach	Co-Teach	Co-Teach	You: primary teacher
Week 2	Co-Teach	Start writing Context section	Co-Teach	You: primary teacher	Partner: primary teacher	Partner: primary teacher
Week 3	Partner: primary teacher	Talk to MT about topics to cover	You: primary teacher	Co-Teach	Co-Teach	Co-Teach
Week 4	You: primary teacher	Write lesson plan for edTPA	Partner: primary teacher	Co-Teach	Co-Teach	Co-Teach
Week 5	Co-Teach	Write lesson plan for edTPA	Co-Teach	You: primary teacher	You: primary teacher	Partner: primary teacher
Week 6	↓	You: video of edTPA lessons	↓	Co-Teach	Co-Teach	Co-Teach
Week 7	↓	Partner: video of edTPA lessons	↓	Co-Teach	Co-Teach	Co-Teach
Week 8	↓	Analyze student work	↓	Co-Teach	Co-Teach	Co-Teach
Week 9	↓	Write analysis	↓	Co-Teach	Co-Teach	Co-Teach
Week 10		Write reflection		Co-Teach	Co-Teach	Co-Teach

Paired Placement

- 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

Co-Teaching Videos

Supportive Co-Teaching		**http://www.schooltube.com/video/d20a635df7c14be79c03/Team%20Teaching%20One%20Teach,%20One%20Observe%202**
Complementary Co-Teaching	One Teach, one support	http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/GrazeandTag/GrazeandTag.htm
	One teach, one assist	http://www.schooltube.com/video/2d356de238f74ab3b65f/Team%20Teaching:%20One%20Teach,%20One%20Assist
	Record & edit	http://www.salisbury.edu/pds/video/coteaching/Strategies/Secondary/RecordandEdit/RecordandEdit.htm
	Demonstrations	http://www.salisbury.edu/pds/video/coteaching/Strategies/Secondary/DemonstrativeModeling/DemonstrativeModeling.htm
Parallel Teaching	Two or more people work with different groups of students in different sections of the classroom	https://www.youtube.com/watch?v=G3vXHrY5Xi0 http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/ParallelTeaching/ParallelTeaching.htm
Team Teaching	Both teachers teach the same lesson together	http://www.schooltube.com/video/a05bc3ebb3194447972c/CoTeaching%20Model:%20Team%20Teaching
Cooperative Learning	Students work in small groups to work toward a common goal	http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/CooperativeLearning/CooperativeLearning.htm http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/Stations/Stations.htm

Co-teaching Strategies

Graze & Tag- the lead teacher role shifts between co-teachers during instruction. While one co-teacher leads instruction the other grazes, assisting students and maintaining order.

Think-alouds- co-teachers contribute alternative solutions and approaches during instruction offering students different ways to solve problems by "thinking out loud."

Demonstrative modeling – While one co-teacher provides instruction in the lead voice, the second co-teacher demonstrates skills and procedures for the benefit of learners.

Cognitive apprenticeship modeling - One co-teacher assumes the role of a student and models appropriate learner behavior: sitting among learners, demonstrating on-task attentiveness, asking questions, making suggestions, and simulating information acquisition while the "lead teacher" conducts the class.

Record & Edit- the lead teacher elicits responses from students during a brainstorming session while the co-teacher paraphrases and records responses on an overhead, a whiteboard, chalkboard, or poster – allowing the lead teacher to focus on the lesson's instructional tempo and student engagement.

Cooperative Learning- during any cooperative learning activity, co-teachers are involved in the planning, preparation, and monitoring aspects increasing the effectiveness and manageability of the activity.

Conferencing – Co-teaching affords one co-teacher opportunities for small-group conferencing to support learners while the other co-teacher provides large-group instruction.

Strategic Pull Out - As the lead teacher provides instruction the co-teacher may use an adjacent room, lab, or media center for small group instruction or to remove one or more learners for individual attention or behavior correction.

One-on-One- While the lead teacher provides whole-group instruction, the co-teacher supports student learning through individually administered assessments, tutoring, book conferences, make-up work or enrichment.

Parallel Teaching- Co-teachers conduct similar lessons simultaneously with smaller groups. Sometimes instruction may take place in the same classroom; at other times, a nearby teaching space may be utilized to minimize distractions.

Literature Circles- Teachers assign roles to students in groups who then conduct book study discussions monitored by co-teachers.

Stations- Co-teachers assemble, structure, monitor and assess student learning at multiple learning stations.

Learning Centers- Similar to stations but not requiring the rotation of all learners, centers are designed, equipped and monitored by co-teachers to facilitate individual and small group learning.

Staged Arguments- Student attention is never higher than when learners believe that co-teachers are embroiled in a verbal disagreement. Careful scripting of “arguments” can be an effective way of presenting the pro’s and con’s of an issue.

Games/Simulations - Co-teachers organize, monitor and manage games and simulations, especially activities that might prove too complex or unwieldy for one teacher alone.

Tiered Instruction- used in conjunction with other strategies, co-teachers can meet the needs of different levels of students by appropriately combining and redistributing classes.

Experiments – As with stations, centers, games and simulations, the active involvement of co-teachers facilitates the assembly, management, assessment and clean-up associated with lab and classroom experiments.

Role Play- Co-teachers prepare in advance to assume roles that will enrich instruction such as story-telling, historical characterizations, debates, and problem-solving scenarios. Alternatively, co-teachers may assign roles to learners for discussions, simulations or demonstrations that are managed more easily by co-teaching colleagues.

Open Door Policy- Internship mentors sometimes find themselves hosting an intern and a methods candidate simultaneously. The presence and active involvement of three collaborators improves the student-teacher ratio during instruction and serves to enhance the co-teaching skill set of the methods candidate.

Proximity/Grazing – The mere physical presence of a co-teacher near a learner often has a positive effect on engagement and compliance with behavior expectations. While one co-teacher is providing the lead voice in instruction, the other can “graze” the room to use proximity with potential management challenges and to offer quiet assistance and support as needed.

Eavesdropping - When co-teachers engage in "teacher talk" that learners are subtly permitted to overhear, this strategy can enhance student attention and motivation. Learners are all ears when they listen in on teachers' stage whispered conversations such as "Do you think we should put this on the exam next week?"

Teacher Job Fair

For UCI SoE MAT and CalTeach Candidates

Friday, March 17th

1:00 p.m. - 5:00 p.m.

Schedule	
1:00-2:00	Principal Panel: Hear from a panel of principals as they share what they look for when hiring new teachers.
2:00-4:00	Job Fair: Meet representatives from schools and districts and learn about their hiring needs
4:00-5:00	Alumni Panel: Hear from a panel of alumni on their job search experience.

The job fair takes place at the School of Education.

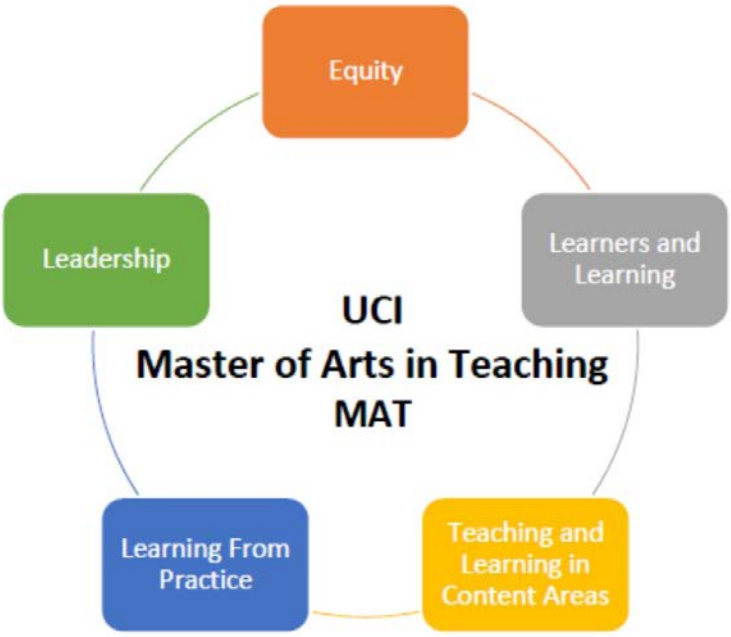
Sponsored by a generous grant from

UCI School of Education
Multiple Subject Credential + MAT
Student Teacher Handbook for Spring Quarter 2017

The UCI Master of Arts in Teaching (MAT) Five Core Commitments 76
Course List – 2017-18 78
Student Teaching Dates 80
First Days of School Assignments 81
Student Teaching Expectations 82
Guidelines for Mentor Teachers 83
Student Teaching Timeline 84
edTPA and CAT Timeline 87
MS 2016-2017 UCI LESSON PLANNER 88
MS 2016-2017 edTPA and CAT UCI LESSON PLANNER 94
UCI Supervisor 98
University of California, Irvine - Post-Observation Conference Protocol 99
OBSERVATION AND POST OBSERVATION CONFERENCES 101
Math Observation Rubrics 102
All Other Observations Rubrics 107
Observation Self-Reflection 112
Supervisor Candidate Evaluation 116
University of California, Irvine – Multiple Subject Credential Program Schedule – Spring 2017 119
UCI School of Education MAT Program Overview 120
Sample Long Term Planner for Solo Placement 121
Sample Long Term Planner for Paired Placement 122
Paired Placement 123
Co-Teaching Videos 124
Co-teaching Strategies 125
UCI Mentor Teacher-Candidate Evaluation 127
Sample Introduction Letter to Parents 134
Sample Norms for Student Teaching 135
EDJOIN.org Instructions 136

UCI Multiple Subject Program Substitute Teaching Policy 138

UCI MAT – Learning to Teach – Teaching to Learn



The UCI Master of Arts in Teaching (MAT) Five Core Commitments

Equity: We are committed to preparing candidates who understand the challenges that students from traditionally under-served populations experience in school, who develop agency to advocate for underserved student populations and who have a commitment to addressing inequities that reside in the educational system. We draw on research on equity in schooling to inform the design of courses and learning experiences to support candidates in developing attention to issues of equity in teaching.

Understanding Learners & Learning: We are committed to preparing candidates who focus on learners and learning. We prepare candidates to understand who the learners are in their classrooms and how to design instruction that draws on the competencies and knowledge that students bring to bear on their learning. We also provide candidates with experiences to study theories of learning and development, while also observing and reflecting on those theories in context. Candidates use these experiences to guide instructional planning and decision-making.

Teaching and Learning in the Content Areas: We are committed to preparing candidates to teach in the content areas and to developing their content knowledge for teaching and pedagogical practices unique to the discipline. Using practice-based approaches to teacher preparation, candidates learn high leverage practices for teaching in the content areas.

Learning from Practice: We are committed to preparing candidates to learn in and from their practice. Teacher candidates cannot learn all they need to learn in teacher preparation but they can learn how to systematically inquire about teaching and learning, collect data to provide insight on instruction, and use what they learn through professional collaboration to improve their practice.

Leadership: We are committed to preparing candidates who will become leaders in their school. We use innovative approaches to teacher education to cultivate their practices for leading teacher learning once they become teachers.

University of California, Irvine
Master of Arts in Teaching With Multiple Subject Credential

Course List – 2017-18

MAT/Credential Program for Multiple Subject Candidates

Summer One (First Session)
374 (4) Child Development and Learning
241 (2) Children's Sense Making in Science
230 (4) The History and Culture of Schooling in the United States
Total (10 quarter units)

Summer One (Second Session)
202 (4) Outcomes of Schooling/Student Assessment
364 (2) Instructional Design and Education Technology for the Elementary School Classroom
323A (2) Curriculum and Methods for Elementary School Science
347 (4) Culture, Diversity and Educational Equity
Total (12 quarter units)

Fall Quarter
301 (2) Directed Elementary Field Experiences in Diverse Schools
320 (4) Teaching Physical and Health Education in Elementary School
322A (4) Curriculum and Methods for Elementary School Mathematics
323B (2) Curriculum and Methods for Elementary School Science
326 (4) Curriculum and Methods for Elementary Reading
362(4) Curriculum and Methods for Elementary English Language Arts and English Language Development

Total (20 quarter units)

Winter Quarter
304 (8) Student Teaching in the Elementary School OR
306 (8) Supervised Teaching in Bilingual Education
348 (2) Educational Equity and the Exceptional Learner
322B (4) Curriculum and Methods for Elementary School Mathematics
325 (2) Teaching the Visual and Performing Arts in Elementary School
246(4) Teaching Investigation: Identifying Dilemmas of Practice
Total (20 quarter units)

Spring Quarter
304 (12) Student Teaching in the Elementary School OR
306 (12) Supervised Teaching in Bilingual Education
359 (4) Curriculum and Methods for Elementary School Social Science and Information Literacy
363(2) Methods for Integrating Visual and Performing Arts throughout the Elementary School Curriculum
247(4) Teaching Investigation: Exploring the Dilemmas of Practice
Total (22 quarter units)

Summer Two of Master's Coursework
248(4) Understanding Teacher Agency
243 (2) The Policy Environment of Teaching

Total (6 quarter units)

MAT Plus Credential Program Total (90 quarter units)

Multiple Subject 200 level courses:

241 (2) Children's Sense Making in Science
202 (4) Outcomes of Schooling/Student Assessment
230 (4) The History and Culture of Schooling in the United States
243 (2) The Policy Environment of Teaching
246(4) Teaching Investigation: Identifying Dilemmas of Practice
247(4) Teaching Investigation: Exploring the Dilemmas of Practice
248(4) Understanding Teacher Agency

24 quarter units

300 Level Courses that are part of the MAT

304(20) Student Teaching in the Elementary School (20)
347(4) Culture, Diversity and Educational Equity

24 quarter units

Total MAT units: 48

Examination Requirement: Comprehensive exam completed in ED 248

Single Subject 200 Level Courses

245 (2) Learning Inside and Outside of School
230 (4) The History and Culture of Schooling in the United States
243 (2) The Policy Environment of Teaching
202 (4) Outcomes of Schooling/Student Assessment
246 (4) Teaching Investigation: Identifying Dilemmas of Practice
247 (4) Teaching Investigation: Exploring Dilemmas of Practice
248 (4) Understanding Teacher Agency
206 (4) Design of Learning Environments for Teachers of Secondary School Subjects

28 quarter units

300 Level Courses that are part of the MAT Program

347 (4) Culture, Diversity and Educational Equity
307 (20) Student Teaching in Intermediate/High School

24 quarter units

Total MAT Units: 52

Student Teaching Dates

Spring Quarter 2017 UCI Classes begin the week of April 3rd, 2017.

Student Teaching begins: April 3rd

Student Teaching ends: last day of school

If your school ends before June 16th, please arrange for observation to take place at another school site. Contact Susan Toma-Berge for information.

Mid-Term Evaluation for Mentor Teachers:-May 5th

Final Evaluation for MTs and Supervisors: May 29th

First Days of School Assignments

By April 24th, please complete the following and upload to Canvas

- Shared norms with your Mentor Teacher
- Long Term planner (10 week schedule of how you will take over one subject each week)
- Letter to parents (or a video) that is approved by your mentor teacher

Refer to the Table of Contents for sample documents

Additional Assignments

- Mid-term reflection: due May 13th
- Final reflection: due June 10th
- 4 Observation Self-Reflection Reports
- Continue observing in your new placement to observe your research dilemma at a different grade level

Student Teaching Expectations

- A full school day is defined as arriving a ***minimum*** of one half hour before the first bell and leaving no earlier than one half hour after the end of the school day.

- You are expected to remain after school with your MT to prepare and plan for upcoming lessons. The hours for planning will be determined in collaboration with the MT

- During the winter and spring quarters, student teachers must:
- Demonstrate professional communication and conduct throughout the student teaching assignment.
- Demonstrate developing competency in the areas of instructional and curricular planning, instruction, assessment, reflection and classroom management.
- Participate with the mentor teacher in collaboration and co-teaching.
- Demonstrate readiness to assume full-time student teaching responsibility.
- Schedule and participate in regular planning and reflective meetings with the mentor teacher throughout the student teaching assignment.
- Conference with Supervisor after each observation visit.

Guidelines for Mentor Teachers

Professional Communication

√ Set up two-way Norms for professional communication, demeanor and other important items that will contribute to a healthy working relationship (see samples in MT folder).

√ Work with your candidate on setting goals, discussing progress and revising goals over the 10 weeks.

Planning

√ Plan a schedule for the assumption of teaching responsibilities with the candidate. The candidate is responsible for completing a Long Term Planning Chart in collaboration with the mentor teacher and submitting it to their UCI Program Coordinator. The goal is to scaffold the candidate to assume responsibility for planning and instruction in all content areas independently for a minimum of 2 weeks.

√ Plan for the assumption of Math instruction first, in preparation for completion of the Teaching Event.

Support

√ Assist the candidate in becoming familiar with the schedule, curriculum, classroom management system, record-keeping system, and the students in your classroom.

√ Assist the candidate in becoming familiar with school facilities, policies, and procedures.

√ Conference with and provide feedback to the candidate on a regular basis.

√ Participate in collaborative planning and co-teaching, as well as analyzing student assessments. Model how to make instructional decisions based on student learning.

√ Provide a positive role model for the candidate in all aspects of teaching, including professional conduct and communication, planning, instruction, management and assessment.

Student Teaching Timeline

This is a suggested timeline for the gradual assumption of responsibility. Mentor Teachers and Student Teachers will collaborate to determine the most developmentally appropriate timeline.

Week 1

- Observe and participate Monday-Friday
- Get involved in the daily routines
- Demonstrate initiative
- Collaborate and communicate
- Use the classroom management system
- Co-teach with your mentor (one teach/one assist)

Week 2

- Collaborate with your MT (and partner) about what subject (or group) you are prepared to take the lead role.
- Plan and teach that subject for the week
- Co-teach all other subjects with your MT and partner

Week 3

- Collaborate with your MT (and partner) about which 2 subjects (or groups) you are prepared to take over this week.
- - Continue to co-teach all other subjects

Weeks 4-8

- Continue adding one more subject or group
- Teach and record your edTPA segment

Weeks 9-10

- You (and your partner) are responsible for teaching/co-teaching the full day.

As student teachers take on responsibility for planning and teaching, as full UCI Lesson Planner is not required. Instead, Student Teachers may use any format that has been approved by their Mentor Teacher. Some MTs like to see an outline of the lesson with a learning goal, some like to see the assessment, and others like to see the topic to be taught. Please consult with the Coordinator, Susan, or the Supervisor, if you would like a sample.

FAQ for UCI Mentor Teachers

How do I contact someone at UCI if I have questions or concerns?

- Please feel free to contact Susan Toma-Berge at tomas@uci.edu or (949) 328-4824.

How do I ensure my candidate understands my expectations?

- Set up clear and detailed NORMs; revise as needed.

How do I encourage collaboration, reflection and feedback?

- Model these behaviors, tell your ST this is what you want to see, ask a lot of questions, ask your ST to ask you questions, have them observe collaboration meetings, provide opportunities for STs to give/get feedback, create a safe environment where they know it is okay to make mistakes, and create a consistent time and place for collaboration to take place each week.

What do I do if my student teacher is sitting in the back of the room, taking notes, and not engaging in active participation?

- Talk to your ST about what "active" looks like/sounds like. Should they be assisting particular students? Working with small groups? Be explicit.

How do I approach my candidate if I have some serious concerns?

- Select a day/time to engage in a thoughtful conversation. Be honest, start with positive feedback, and mention that you care and want your ST to succeed. Ask your candidate to reflect on the issue at hand and have a plan for improvement.

What is the expectation for candidate taking over the entire class?

- During fall quarter candidates are to be engaged in active observation, participation, leading routines, teaching small groups, and instructing a few whole class lessons. They should not be taking over the entire day as this is their time to learn from a mentor teacher.

Can I leave my candidate(s) alone in the room?

- Only for short periods of time. As the teacher of record, mentors are legally responsible for the well being of classroom students.

What should I use to provide my student teacher with feedback? Coaching tool?

- Although they are not yet student teachers we encourage you to use the UCI Post-Observation Conference Protocol to ask your candidate questions that focus on the learning goal, evidence of student learning and next steps.

Do I need to complete any formal observations or paperwork?

- At the end of the quarter I will send you a line to complete a short evaluation. This is not the same as the Mentor Teacher Candidate Evaluation that you complete during winter/spring. This survey will give you an opportunity to communicate with UCI about your candidate's competency, professionalism, strengths and areas of concern.

What should I do if my candidate is:

- Consistently tardy?
- Racing out the door at the end of the day (and it's not for UCI class)?
- Wearing inappropriate clothing?
- Speaking to parents about individual student progress?
- Talking/texting on cell phone during the instructional day?
- Other professional conduct issues or concerns?

Have a conversation with your ST immediately, explain your expectations, revise your norms, contact Susan Toma-Berge, and document the concern, evidence as well as conversations.

edTPA and CAT Timeline

√	**January 15, 2017**	**Science CAT Due**
√	**January 29, 2017**	**Literacy Task 4 CAT Due – Literacy Task 4 Benchmark Scores Due**
√	**March ~~24,~~ 26, 2017**	**edTPA due to Chalk and Wire (UCI)**
√	**March 30, 2017**	**edTPA due to Pearson**
	April 30, 2017	**HSS (History-Social Science) CAT Due – HSS Benchmark Scores Due**

Teacher Candidate: _____ **Date:** _____

MS 2016-2017 UCI LESSON PLANNER

Part 1: Classroom Information

Grade: _____ **Content Area:** _____

School:_____ **Mentor Teacher:** _____

Group Size: _____ **Lesson Length:** _____ **minutes**

Student Context:

	Identified Student Needs	Accommodations During Instruction to Support Student Needs
Students with Special Needs (IEP and/or 504)		
Students with Specific Language Needs (ELL)		
Students with Other Learning Needs (Behavior, Struggling Reader, Struggling Math)		

Part 1: Planning for the Lesson

A: Standards

vi. **Key Content Standard**:

vii. **Math Practice Standard or ELA Capacity: CCSS-M Standards for Mathematical Practice, or NGSS Science and Engineering Practices, CCSS-ELA Capacity of Literate Individuals**

viii. **Related ELD Standard (must be included when using an ELA Standard)**:

B. Objectives

v. **Learning Objective/Goal**: The students will (**DO __**) to (**LEARN ___**).

vi. **Language Objective** (transfer this from "Incorporating Academic Language"):

C. Assessments:

v. Informal assessment strategies you will use during class (What informal assessment strategies will you use, what specific evidence will you see and/or hear and how will you note it?)

Assessment Strategy	Evidence of Student Learning

vi. Written assessment you will use to determine, **for each** individual student, to what extent they have met your learning objectives. (What evidence will you collect?)

D. Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:

Part 2: Instructional Sequence - Engaging Students in the Learning Process

Optional: Starter and/or Homework Discussion (___ min.)

Introduction (___ min.): Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a "hook", **AND** 2) let students know what the objective of the lesson is.

Body of the Lesson (_____ minutes): Describe step-by-step what the teacher and the students will be doing during the lesson.

There are a variety of subject-specific lesson templates that you can use as the body of the lesson. Some examples are:

Math: Launch, Explore, Summarize/Orchestrate Discussion

Reading: Before, During, After

History-Social Studies: Engage, Develop, Explore, Apply

Science: Engage, Explore, Explain, Elaborate, Evaluate

Make sure that you include the specific academic language strategies you will use to support your students in using academic language to talk/write about the math they are learning.

Make sure you identify the specific assessment you are using in the Body of the Lesson.

Homework (if you are assigning homework, what will it be?):

Closure (_____minutes): Describe how you will prompt the students to summarize the lesson and restate the learning objective.

Part 3: Incorporating Academic Language

(to be completed after you have planned the content part of your lesson plan)

5. Describe the rich learning task(s) related to the content learning objective.

6. **Language Function:** How will students be communicating in relation to the content in the learning task(s)? Identify the specific **function** (purpose or genre) you want to systematically address in your lesson plan that will scaffold students to stronger disciplinary discourse. The language function will always be a verb. Some examples are: describe, identify, explain, justify, analyze, construct, compare, or argue.

9. **Language Demands**: Looking at the specific function (purpose or genre) your students will be using, what are the language demands that you will systematically address in this lesson?
   Vocabulary:

Key to this lesson:

Syntax[7]:

Discourse[8]:

10. **Language Objective:** What is/are the **language objective(s)** for your lesson? (The students will (FUNCTION) (LANGUAGE RELATED TO CONTENT) (SYNTAX AND/OR DISCOURSE)

For example: The students will compare different types of parallelograms using transition words such as similarly, different from or by contrast. Note: be sure to copy and paste this into the top of the lesson planner.

6. What does your language objective sound like/look like for different levels of language learners? Ask yourself, "What would the students say/write when using the language function." Remember to consider the language demands while creating sample language that the students might use.

Start here!

Emerging	**Expanding**	**Bridging**

8. **Language Support:** What **instructional strategies** will you use during your lesson to teach the specific language skill and provide support and opportunities for guided and independent practice?

Instruction	**Guided Practice**	**Independent Practice**

[7] Use of a variety of sentence types to clarify a message, condense information, and combine ideas, phrases, and clauses.

[8] Discourse includes the structures of written and oral language, as well as how member of the discipline talk, write, and participate in knowledge construction.

9. Be sure to incorporate your ideas in #6 above into your actual lesson plan!

Assessment Notes:

* Be sure to incorporate assessment items of your targeted academic language into your assessments.

* Be sure to review any assessments you are going to use, and consider what modifications you may need to make for your language learners.

Part 4: Lesson Analysis

In addition to answering the questions below, annotate (make notes on) the actual lesson plan to indicate what worked, what didn't, missed opportunities you had, where you collected evidence of student learning, how you monitored students, and other anecdotes.

LEARNING GOAL

3. What was your content learning objective/goal?

EVIDENCE

4. a) What specific examples of student learning do you have that showed students met or made progress toward the content learning objective? Please complete the chart below.

Teacher Actions &/or Strategies	Evidence of Student Learning

b) Write a narrative that explains the decisions and strategies you used that led to successful student learning of your content learning objective.

c) *What evidence is missing? What would you do to capture this evidence in the future?*

3. a) What specific examples of student learning do you have that showed students struggled to meet or make progress toward this goal? Please complete the chart below.

Teacher Actions &/or Strategies	Evidence of Student Learning

b) Write a narrative that explains the decisions and strategies that may have interfered or created missed opportunities in terms of student learning.

c) What evidence is missing? What would you do to capture this evidence in the future?

6. Considering evidence of student learning (both student progress and student struggle), if you were to teach this lesson again, how would you change your math teaching of this topic to better reach the learning needs of the students? *How do you expect these strategies to impact students' achievement of the lesson learning goal(s)?*

NEXT STEPS

7. Using the evidence of student learning described and observed, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?

Teacher Candidate: _____ **Date:** _____

MS 2016-2017 edTPA and CAT UCI LESSON PLANNER

Part 1: Classroom Information

Grade: _____ **Content Area:** _____

School:_____ **Mentor Teacher:** _____

Group Size: _____ **Lesson Length:** _____ **minutes**

Part 1: Planning for the Lesson

A: Standards

ix. **Key Content Standard**:

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vii. **Learning Objective/Goal**: The students will (**DO**) to (**LEARN**).
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D. Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:

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Optional: Starter and/or Homework Discussion (___ min.)

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Make sure that you include the specific academic language strategies you will use to support your students in using academic language to talk/write about the math they are learning.

Make sure you identify the specific assessment you are using in the Body of the Lesson.

Homework (if you are assigning homework, what will it be?):

Closure (_____minutes): Describe how you will prompt the students to summarize the lesson and restate the learning objective.

Part 3: Incorporating Academic Language

(to be completed after you have planned the content part of your lesson plan)

7. Describe the rich learning task(s) related to the content learning objective.

8. **Language Function:** How will students be communicating in relation to the content in the learning task(s)? Identify the specific **function** (purpose or genre) you want to systematically address in your lesson plan that will scaffold students to stronger disciplinary discourse. The language function will always be a verb. Some examples are: describe, identify, explain, justify, analyze, construct, compare, or argue.

11. **Language Demands**: Looking at the specific function (purpose or genre) your students will be using, what are the language demands that you will systematically address in this lesson?

    Vocabulary:

    Key to this lesson:

    Syntax[9]:

    Discourse[10]:

[9] Use of a variety of sentence types to clarify a message, condense information, and combine ideas, phrases, and clauses.

[10] Discourse includes the structures of written and oral language, as well as how member of the discipline talk, write, and participate in knowledge construction.

12. **Language Objective:** What is/are the **language objective(s)** for your lesson? (The students will (FUNCTION) (LANGUAGE RELATED TO CONTENT) (SYNTAX AND/OR DISCOURSE)

For example: The students will compare different types of parallelograms using transition words such as similarly, different from or by contrast. Note: be sure to copy and paste this into the top of the lesson planner.

13. **Language Support:** What **instructional strategies** will you use during your lesson to teach the specific language skill and provide support and opportunities for guided and independent practice?

Instruction	**Guided Practice**	**Independent Practice**

14. Be sure to incorporate your ideas in #6 above into your actual lesson plan!

Assessment Notes:

* Be sure to incorporate assessment items of your targeted academic language into your assessments.

* Be sure to review any assessments you are going to use, and consider what modifications you may need to make for your language learners.

UCI Supervisor

- Your Supervisor's main goal is to support your progress toward becoming a teacher.
- You will meet your Supervisor at the Winter Orientation on January 13th to discuss your shared expectations, schedule observations and Q/A.
- A Supervisor is UCI faculty who will formally observe you a minimum of **4** times a quarter.
- After each formal observation you will conference with your Supervisor and Mentor Teacher (if she/he is available).
- Supervisors monitor your progress on the edTPA, CATs and Student Teaching Binder.
- Your Supervisor will maintain communication with you, your Mentor Teacher and the Coordinator (Susan T.) about your progress.
- A complete UCI Lesson Plan must be sent to your Supervisor before your lesson observation.

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 3, 4)

LEARNING

- How do you know that the students made progress toward that goal or are still struggling with the lesson topic? (TPE 5; edTPA 8)
- How did your planning impact all students' access to the learning goal? TPE 4(UDL)
- How did you build off of your students' Funds of Knowledge and assets? (TPE 3; edTPA 5)
- How did you activate your students' prior learning? (TPE 1, 4)
- How did you push your students to a deeper learning or understanding of the topic? (TPE 3; edTPA 8)

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 2; edTPA 6)
- How did you actively engage students in a learning task related to the lesson topic? (TPE 1, 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 3; 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 1, 4; edTPA 8)
- What kind of feedback did you/will you give to your students? And what will they do with this feedback? (TPE 5; edTPA 5, 7)

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 13 esson?
- 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 rubric, fill it out, write a reflection on their assessment and submit it to the Supervisor.

OBSERVATION AND POST OBSERVATION CONFERENCES

- Supervisor and Candidate set date for observation
- Candidate confers with Mentor Teacher then confirms or reschedules date
- Candidate sends Supervisor a lesson plan through Chalk & Wire at least 24-48 hours ahead of time
- Supervisor responds with feedback if adequate time is given
- Candidate and Supervisor decide if there is something specific to be observing based on last observation, or observation goals

- Supervisor arrives at the school site to observe Candidate teach the lesson
- If possible, Supervisor greets and speaks with the mentor
- Candidate teaches the lesson
- Supervisor's observation includes note taking and monitoring of student work

- After the lesson, Supervisor, Candidate and Mentor Teacher (if available) meet for the Post-Observation Conference
- The Post-Observation Conference Protocol is used to guide the conversation
- As a group, one rubric (1, 5, 6, 7 or 8) is selected as the area for growth

- Within 48 hours of the observation, the Candidate writes a Self-Reflection on Chalk & Wire by selecting a level from one rubric (1, 5, 6, 7, or 8) that was identified at the Post-Observation Conference as an area for growth and respond to both prompts:
    - Drawing on evidence from your lesson, explain your self-assessment in terms of actively engaging students?
        - See specific rubric on Chalk & Wire to write to the selected level.
    - What alternative strategies would you use when planning a lesson?
        - See specific rubric on Chalk & Wire and write to the selected level.
- Submit Self-Reflection to Supervisor through Chalk & Wire
- Supervisor responds to Candidate Self-Reflection
- Candidate, Mentor Teacher and Supervisor select this rubric or identify another specific rubric as the focus core practice for the next observation.

Math Observation Rubrics

Planning Rubrics - Rubric 1: Planning for Mathematical Understandings

How do the candidate's plans build students' conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills?				
Level 1[11]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on** facts and/or procedures with **no connections** to • concepts OR • mathematical reasoning or problem-solving skills. OR There are **significant content inaccuracies** that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are **not aligned with each other**.	Candidate's plans for instruction **support student learning of facts and procedures** with **vague connections to** • concepts OR • mathematical reasoning or problem-solving skills.	Candidate's plans for instruction ~~build on each other~~ to support learning of facts and procedures with **clear** connections to • concepts OR • mathematical reasoning or problem-solving skills.	Candidate's plans for instruction ~~build on each other to~~ supports learning of facts and procedures with clear **and consistent** connections to • concepts AND • mathematical reasoning or problem-solving skills.	Level 4 plus: Candidate explains how they will use learning tasks and materials to **lead students to make** clear and consistent **connections**.

[11] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Math Observation

Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning or problem-solving skills?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The assessments only provide evidence of students' procedural skills or factual knowledge. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' • conceptual understanding, • procedural fluency, OR • mathematical reasoning or problem-solving skills during the learning segment.	The assessments provide evidence to monitor students' • conceptual understanding, • procedural fluency, AND • mathematical reasoning or problem-solving skills during the learning segment.	The assessments provide multiple forms of evidence to monitor students' progress toward developing • conceptual understanding, • procedural fluency, AND • mathematical reasoning or problem-solving skills throughout the learning segment.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

Math Observation

Instruction Rubrics - Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

Math Observation

Instruction Rubrics - Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing understanding of mathematical concepts?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on mathematical skills or procedures with little attention to developing understanding of mathematical concepts.	Students are engaged in learning tasks that address understanding of mathematical concepts.	Students are engaged in learning tasks that develop understanding of mathematical concepts.	Students are engaged in learning tasks that deepen and extend their understanding of mathematical concepts.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning to new learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.

Math Observation

Instruction Rubrics - Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and develop understanding of mathematical concepts?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to mathematical reasoning or problem solving to develop understanding of a mathematical concept.	Candidate elicits and builds on students' mathematical reasoning or problem solving to explicitly portray, extend, or clarify a mathematical concept.	Level 4 plus: Candidate facilitates interactions among students to develop understanding of a mathematical concept.

All Other Observations Rubrics

Planning Rubrics - Rubric 1: Planning for Content Understanding

How do the candidate's plans build students' conceptual understanding or understanding of an essential strategy?				
Level 1[12]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on** facts, skills and/or procedures with **no connections** to • concepts or strategies OR There are **significant content inaccuracies** that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are **not aligned with each other**.	Candidate's plans for instruction **support student learning of facts**, skills **and procedures** with **vague connections to** • concepts or strategies	Candidate's plans for instruction **build on each other** to support learning of facts and procedures with **clear** connections to • concepts or strategies	Candidate's plans for instruction build on each other to support learning of facts and procedures with clear **and consistent** connections to • concepts AND • strategies	Level 4 plus: Candidate explains how they will use learning tasks and materials to **lead students to make** clear and consistent **connections**.

Essential strategy: an approach used by the students to make meaning of content.

Literacy Strategies: summarizing, retelling, comparing and contrast, use evidence to predict, draw conclusions from informational text…

Adapted from edTPA Elementary Education Handbook, 2016

[12] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

All Other Observations

Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' conceptual understanding or use of an essential strategy?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The assessments only provide evidence of students' procedural skills or factual knowledge. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' • conceptual understanding, • use of an essential strategy during the learning segment.	The assessments provide evidence to monitor students' • conceptual understanding, • use of an essential strategy during the learning segment.	The assessments provide multiple forms of evidence to monitor students' progress toward developing • conceptual understanding, • use of an essential strategy throughout the learning segment.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

All Other Observations

Instruction Rubrics - Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

All Other Observations

Instruction Rubrics - Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing understanding of concepts or use of essential strategies?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on skills or procedures with little attention to developing conceptual understanding.	Students are engaged in learning tasks that address conceptual understanding.	Students are engaged in learning tasks that develop conceptual understanding.	Students are engaged in learning tasks that deepen and extend their conceptual understanding.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning to new learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.

All Other Observations

Instruction Rubrics - Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and develop conceptual understanding or use of essential strategies?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to reasoning or problem solving to develop understanding of a concept or essential strategy.	Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify a concept or essential strategy.	Level 4 plus: Candidate facilitates interactions among students to develop understanding of a concept or apply essential strategy in meaningful context.

Observation Self-Reflection

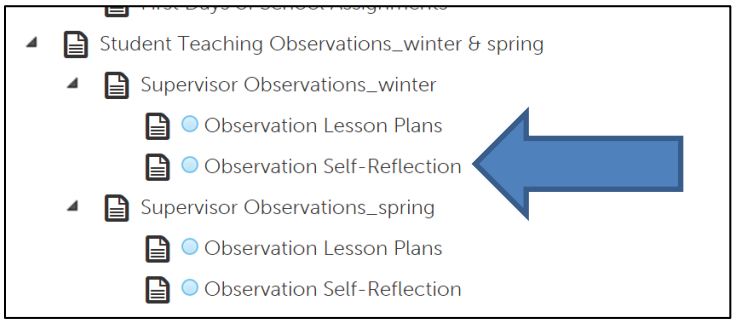
Instructions for submitting on Chalk & Wire

Winter& Spring 2017

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

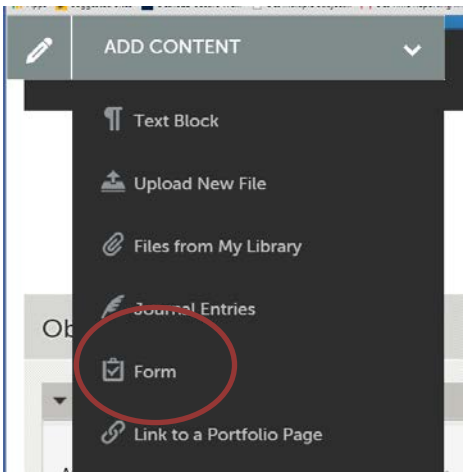
Menu – Work – My Coursework – Multiple Subjects

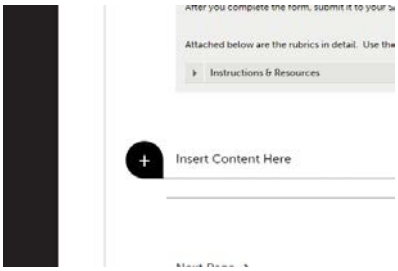
Scroll down to: Student Teaching Observations_winter & spring



Click on “Observation Self-Reflection” under the current quarter.

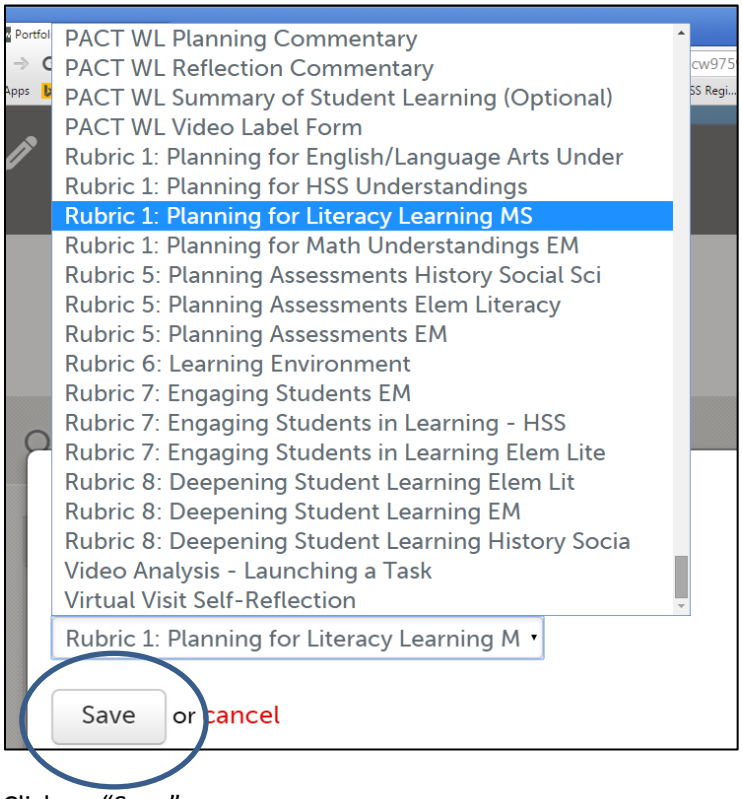
Click on “ADD CONTENT” and select “Form”



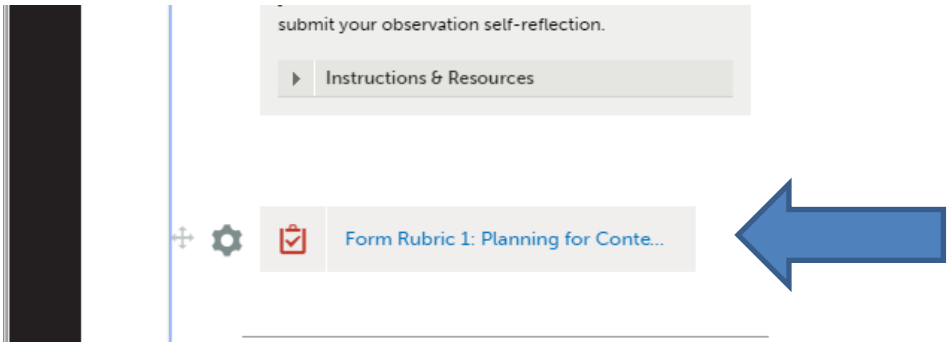


Then click on “insert comment here”

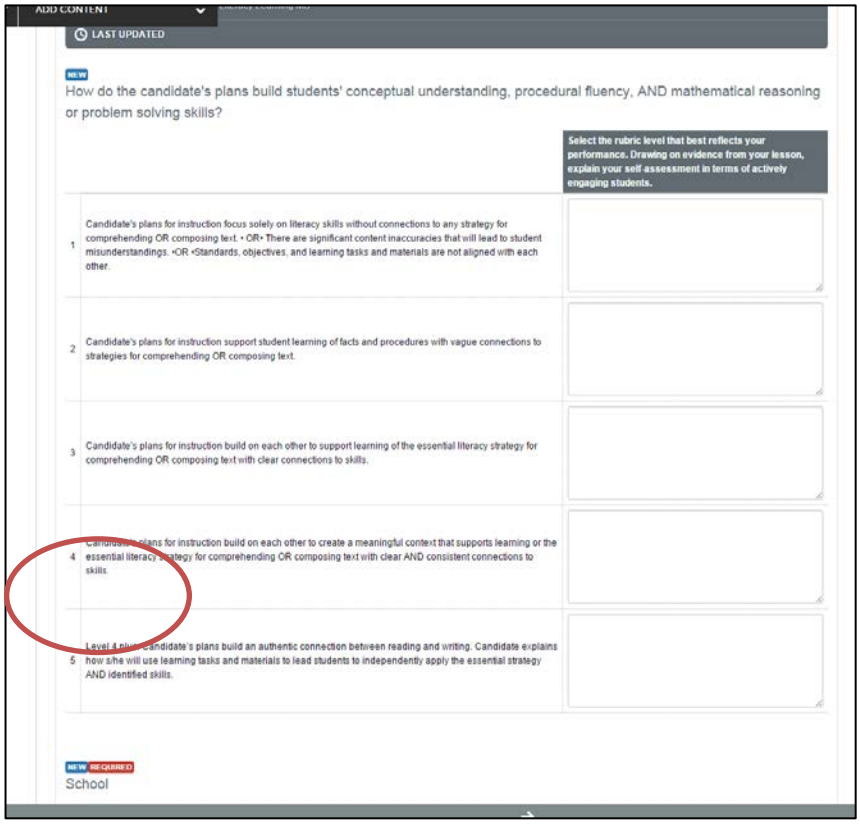
Select the Rubric # you and your Supervisor highlighted at your Conference.



Click on “Save”



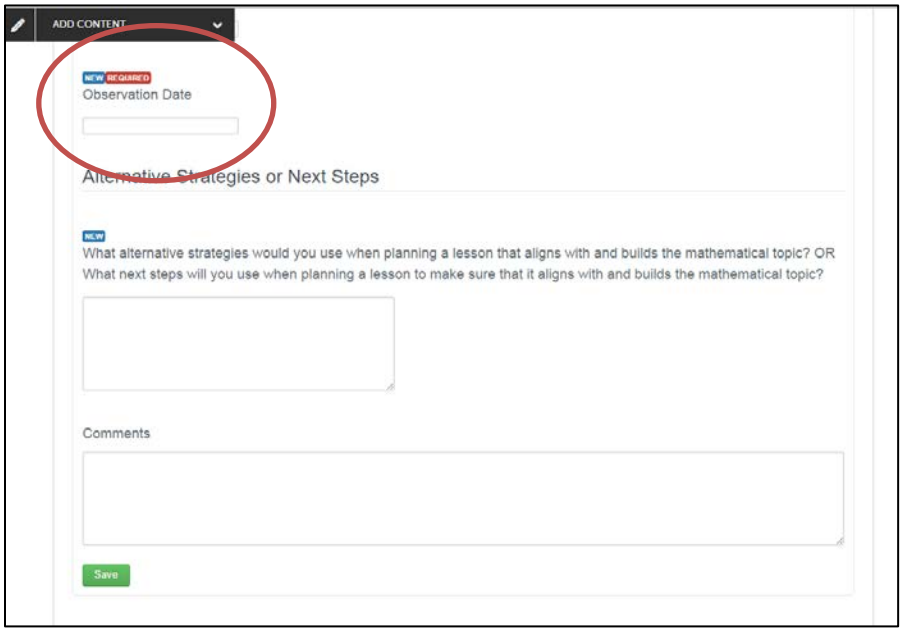
Click on your form to open and edit.



Select the rubric level(s) that best reflects your performance. Drawing on evidence from your lesson, explain your self-assessment in terms of actively engaging students.

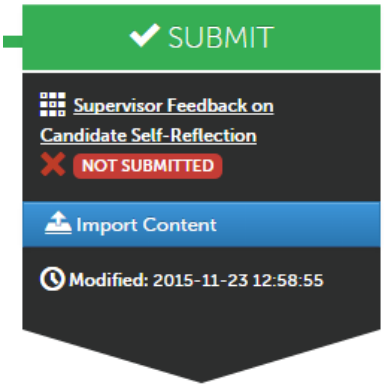
All 5 boxes do not need to be filled in – only the rubric level(s) that best reflects your performance.

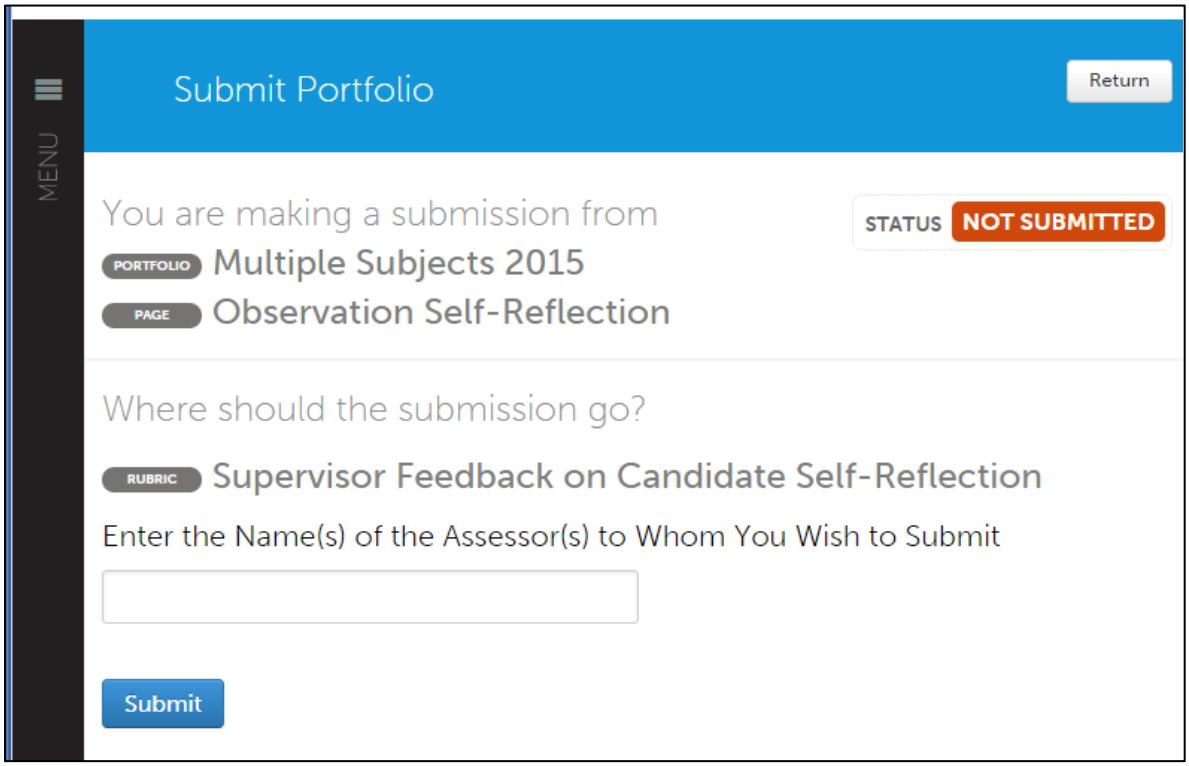
Scroll down to complete your Alternative Strategies or Next Steps. Fill in these boxes with alternative strategies that would have improved your lesson, or what you plan to do differently next time.



Click on “Save” when complete. Make sure you have included your School name and Observation Date.

Scroll back to the top and hit the green “SUBMIT” button. If the button is not green, make sure you have filled in your school name and observation date.





Fill in your Supervisor’s name then click on “Submit”.

Supervisor Candidate Evaluation

Candidate: Grade Level:

4 Consistently uses the knowledge, skill, and/or practice appropriately and competently
3 Demonstrates a developing ability to use the knowledge, skill, and/or practice appropriately and competently
2 Demonstrates an awareness of the knowledge, skill, and/or practice and its importance, but not able to demonstrate competent use
1 Shows little or no awareness of knowledge, skills, and/or practices in contexts where there should be awareness and/or use
N Evidence or observation opportunity too limited to evaluate knowledge, skill, and/or practice

TPE 1: Engaging and Supporting All Students in Learning	Evidence
22. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 1.3	
23. Promotes critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 1.5	
24. Supports 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. 1.6	
25. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. 1.8	
Comments:	
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
26. Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. 2.3	
27. Maintains high expectations for learning with appropriate support for the full range of students in the classroom. 2.5	
28. Establishes and maintains 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. 2.6	
Comments:	

TPE 3: Understanding and Organizing Subject Matter for Student Learning	
29. Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. 3.1	
30. Uses knowledge about students and learning goals to organize the curriculum to facilitate understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. 3.2	
31. Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and designs and implements disciplinary and cross-disciplinary learning sequences. 3.3	
32. Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. 3.6	
Comments:	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
33. Makes effective use of instructional time to maximize learning opportunities for all students. 4.4	
34. Plans and implements Universal Design for Learning strategies and appropriate modifications in order to provide access to the curriculum for all students. 4.4	
35. Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials and resources. 4.4	
36. Plans for and effectively orchestrates opportunities for students to support each other in learning. 4.4	
37. Plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students. 4.7	
Comments:	
TPE 5: Assessing Student Learning	
38. Demonstrates knowledge of the purposes, characteristics, and appropriate uses of different types of assessments. 5.1	
39. Collects and analyzes assessment data from multiple measures and sources (including information from IEP, IFSP, ITP and 504 plans) to plan and modify instruction and document students' learning over time. 5.2, 5.8	

Comments:	
TPE 6: Developing as a Professional Educator	
40. Reflects on teaching practice to improve student learning. 6.1	
41. Recognizes his/her own values and biases and works to mitigate any resulting negative impact on students. 6.2	
42. Exhibits positive dispositions of caring, support, acceptance and fairness toward all students. 6.2	

University of California, Irvine – Multiple Subject Credential Program Schedule – Spring 2017

April 3rd – June 16th

COHORT A - All courses should be selected **for a grade** BCLAD Candidates enroll in ED306, not ED 304.								
COURSE	UNITS	CRS CODE	TITLE	DAY	MAX CAP	TIME	ROOM	INSTRUCTOR
ED 304	12	12695	STDNT TCHG ELEM SCHL – Meets three times during the quarter; details in syllabus.	M/ TBA	27	4:30-7:20	2010	Toma-Berge
ED 306	12	12705	BCLAD STDNT TCHG – Same as ED 304 for candidates in dual immersion classrooms	M/ TBA	27	4:30-7:20	2010	Toma-Berge
ED 359	4	12760	Social Studies and Information Literacy	W		4:30-7:20	2010	Stone
ED 363	2	12770	Arts Integration, meets the first 5 weeks of spring quarter	T	27	4:30-7:20	2009	Burge
ED 247	4	12460	Teaching Investigation: Exploring the Dilemmas of Practice	TH		5:00-7:50	MPAA 330	Tunney/ Guarino

COHORT B - All courses should be selected **for a grade**. BCLAD Candidates enroll in ED306, not ED 304.								
COURSE	UNITS	CRS CODE	TITLE	DAY	MAX CAP	TIME	ROOM	INSTRUCTOR
ED 304	12	12700	STDNT TCHG ELEM SCHL – Meets three times during the quarter; details in syllabus	M/ TBA	27	4:30-7:20	2010	Toma-Berge
ED 306	12	12705	BCLAD STDNT TCHG – Same as ED 304 for candidates in dual immersion classrooms	M/ TBA	27	4:30-7:20	2010	Toma-Berge
359	4	12765	Social Studies and Information Literacy	T		4:30-7:20	2010	Stone
ED 363	2	12775	Arts Integration, meets the first 5 weeks of spring quarter	W/	27	4:30-7:20	2009	Burge
ED 247	4	12465	Teaching Investigation: Exploring the Dilemmas of Practice	TH		5:00-7:50	MPAA 330	Guarino/ Tunney

- ***Candidates are required to continue with student teaching until the last day of the district calendar year.**

UCI School of Education MAT Program Overview

Strand	Summer 1 Session 1	Summer 1 Session 2	Fall	Winter	Spring	Summer 2 Session 1
Classroom Teaching and Methods: *The courses in this strand aim to help candidates develop effective teaching practices that support students' learning in classrooms.*		**364 Instructional Design and Ed. Technology in the Elementary Classroom (2)**	**301 Fieldwork Seminar (2)**	**304 Student Teaching Seminar (8)**	**304 Student Teaching Seminar (12)**	
		323A Science Methods (2)	**323B Science Methods (2)**		**359 Social Studies and Information Literacy (4)**	
			326 Methods for Elementary Reading (4)	**325 Teaching Visual and Performing Arts (2)**	**363 Arts Integration (2)**	
			362 ELA/ELD (4)			
			320 P.E./Health (4)			
		202 Outcomes of Schooling -- Student Assessment (4)	**322A Math Methods (4)**	**322B Math Methods (4)**		
The Learner: *The courses in this strand aim to support candidates deepen their understanding about learners across various developmental stages and their needs.*	**374 Learning and Child Development (4)**			**348 Educational Equity and the Exceptional Learner (2)**		
	241 Children's Sense Making (Science) (2)					
Context & Culture: The courses in this strand aim to help candidates deepen their understanding about historical, political, social contexts of schooling and the issue of equity.	**230 The History and Culture of Schooling in the United States (4)**	**ED 243 The Policy Environment of Teaching (2)**	**347 Culture, Diversity and Educational Equity (4)**			
Research & Inquiry: *The courses in this strand aim to support candidates becoming teacher leaders who can understand and solve problems of practice.*				**246 Teaching Investigation: Identifying Dilemmas of Practice (4)**	**247 Teaching Investigation: Exploring the Dilemmas of Practice (4)**	**248 Understanding Teacher Agency (4)**
90 Quarter Units	10	10	24	20	22	4

Sample Long Term Planner for Solo Placement

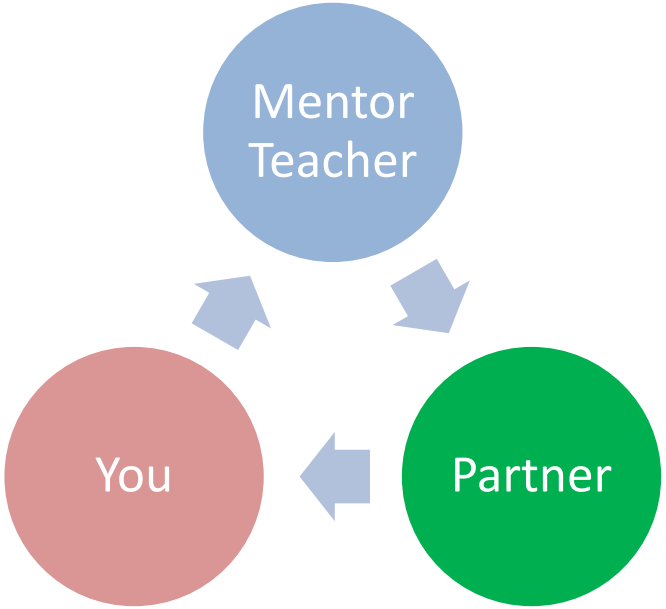
WEEK	OPENING/ ROUTINES	READING/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL SCIENCE	OTHER (Art, Music, PE, Staff Dev.)
1	Observe & assist	Small groups	Observe & assist	Observe & assist	Observe & assist	
2	Lead class in & out; assist with opening/routines	Observe & Assist	Teach small group lessons	Observe & Assist	Observe & Assist	Teach PE Observe music & art
3	LEAD OPENING ROUTINES	Plan & teach for 1 small group	Plan & teach 1-2 whole class lessons	Observe & Assist	Integrate SS into reading	Attend CCSS training
4	↓	Plan & teach for 2 small groups	Plan & teach 3-4 whole class lessons	Integrate science into reading	Plan and teach rotation	Attend grade level meeting
5	↓	Plan & teach	Plan & teach 3-4 whole class lessons	Plan and teach rotation	↓	
6	↓	↓	TEACH	↓	↓	
7	↓	↓	Teach – prepare for video	↓	↓	
8	↓	↓	edTPA Lessons	↓	↓	
9	↓	↓	edTPA Lessons	↓	↓	
10	↓	↓	TEACH	↓	↓	

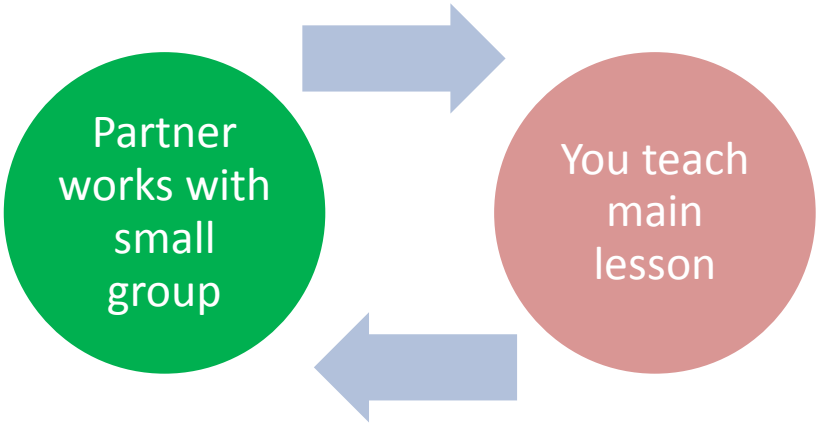
Sample Long Term Planner for Paired Placement

SAMPLE: Paired Placement	Math	Reading/Language Arts	Social Studies	Science	Art, Music, PE, Staff Dev.
Week 1	Co-Teach	Co-Teach	Co-Teach	Co-Teach	You: primary teacher
Week 2	Co-Teach	Co-Teach	You: primary teacher	Partner: primary teacher	Partner: primary teacher
Week 3	Partner: primary teacher	You: primary teacher	Co-Teach	Co-Teach	Co-Teach
Week 4	You: primary teacher	Partner: primary teacher	Co-Teach	Co-Teach	Co-Teach
Week 5	Co-Teach	Co-Teach	You: primary teacher	You: primary teacher	Partner: primary teacher
Week 6	↓	↓	Co-Teach	Co-Teach	Co-Teach
Week 7	↓	↓	Co-Teach	Co-Teach	Co-Teach
Week 8	↓	↓	Co-Teach	Co-Teach	Co-Teach
Week 9	↓	↓	Co-Teach	Co-Teach	Co-Teach
Week 10			Co-Teach	Co-Teach	Co-Teach

Paired Placement

- 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





Co-Teaching Videos

Supportive Co-Teaching		**http://www.schooltube.com/video/d20a635df7c14be79c03/Team%20Teaching%20One%20Teach,%20One%20Observe%202**
Complementary Co-Teaching	One Teach, one support	http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/GrazeandTag/GrazeandTag.htm
	One teach, one assist	http://www.schooltube.com/video/2d356de238f74ab3b65f/Team%20Teaching:%20One%20Teach,%20One%20Assist
	Record & edit	http://www.salisbury.edu/pds/video/coteaching/Strategies/Secondary/RecordandEdit/RecordandEdit.htm
	Demonstrations	http://www.salisbury.edu/pds/video/coteaching/Strategies/Secondary/DemonstrativeModeling/DemonstrativeModeling.htm
Parallel Teaching	Two or more people work with different groups of students in different sections of the classroom	https://www.youtube.com/watch?v=G3vXHrY5Xi0 http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/ParallelTeaching/ParallelTeaching.htm
Team Teaching	Both teachers teach the same lesson together	http://www.schooltube.com/video/a05bc3ebb3194447972c/CoTeaching%20Model:%20Team%20Teaching
Cooperative Learning	Students work in small groups to work toward a common goal	http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/CooperativeLearning/CooperativeLearning.htm http://www.salisbury.edu/pds/video/coteaching/Strategies/Primary/Stations/Stations.htm

Co-teaching Strategies

Graze & Tag- the lead teacher role shifts between co-teachers during instruction. While one co-teacher leads instruction the other grazes, assisting students and maintaining order.

Think-alouds- co-teachers contribute alternative solutions and approaches during instruction offering students different ways to solve problems by "thinking out loud."

Demonstrative modeling – While one co-teacher provides instruction in the lead voice, the second co-teacher demonstrates skills and procedures for the benefit of learners.

Cognitive apprenticeship modeling - One co-teacher assumes the role of a student and models appropriate learner behavior: sitting among learners, demonstrating on-task attentiveness, asking questions, making suggestions, and simulating information acquisition while the "lead teacher" conducts the class.

Record & Edit- the lead teacher elicits responses from students during a brainstorming session while the co-teacher paraphrases and records responses on an overhead, a whiteboard, chalkboard, or poster – allowing the lead teacher to focus on the lesson's instructional tempo and student engagement.

Cooperative Learning- during any cooperative learning activity, co-teachers are involved in the planning, preparation, and monitoring aspects increasing the effectiveness and manageability of the activity.

Conferencing – Co-teaching affords one co-teacher opportunities for small-group conferencing to support learners while the other co-teacher provides large-group instruction.

Strategic Pull Out - As the lead teacher provides instruction the co-teacher may use an adjacent room, lab, or media center for small group instruction or to remove one or more learners for individual attention or behavior correction.

One-on-One- While the lead teacher provides whole-group instruction, the co-teacher supports student learning through individually administered assessments, tutoring, book conferences, make-up work or enrichment.

Parallel Teaching- Co-teachers conduct similar lessons simultaneously with smaller groups. Sometimes instruction may take place in the same classroom; at other times, a nearby teaching space may be utilized to minimize distractions.

Literature Circles- Teachers assign roles to students in groups who then conduct book study discussions monitored by co-teachers.

Stations- Co-teachers assemble, structure, monitor and assess student learning at multiple learning stations.

Learning Centers- Similar to stations but not requiring the rotation of all learners, centers are designed, equipped and monitored by co-teachers to facilitate individual and small group learning.

Staged Arguments- Student attention is never higher than when learners believe that co-teachers are embroiled in a verbal disagreement. Careful scripting of “arguments” can be an effective way of presenting the pro’s and con’s of an issue.

Games/Simulations - Co-teachers organize, monitor and manage games and simulations, especially activities that might prove too complex or unwieldy for one teacher alone.

Tiered Instruction- used in conjunction with other strategies, co-teachers can meet the needs of different levels of students by appropriately combining and redistributing classes.

Experiments – As with stations, centers, games and simulations, the active involvement of co-teachers facilitates the assembly, management, assessment and clean-up associated with lab and classroom experiments.

Role Play- Co-teachers prepare in advance to assume roles that will enrich instruction such as story-telling, historical characterizations, debates, and problem-solving scenarios. Alternatively, co-teachers may assign roles to learners for discussions, simulations or demonstrations that are managed more easily by co-teaching colleagues.

Open Door Policy- Internship mentors sometimes find themselves hosting an intern and a methods candidate simultaneously. The presence and active involvement of three collaborators improves the student-teacher ratio during instruction and serves to enhance the co-teaching skill set of the methods candidate.

Proximity/Grazing – The mere physical presence of a co-teacher near a learner often has a positive effect on engagement and compliance with behavior expectations. While one co-teacher is providing the lead voice in instruction, the other can “graze” the room to use proximity with potential management challenges and to offer quiet assistance and support as needed.

Eavesdropping - When co-teachers engage in "teacher talk" that learners are subtly permitted to overhear, this strategy can enhance student attention and motivation. Learners are all ears when they listen in on teachers' stage whispered conversations such as "Do you think we should put this on the exam next week?"

UCI Mentor Teacher-Candidate Evaluation

Please review this evaluation and complete a paper copy to use when conferencing with your student teacher. After conferencing, please complete the form electronically on Chalk & Wire. The Coordinator will send out an email letting you know when the Chalk & Wire surveys have been sent.

Please let Susan Toma-Berge know if you have any questions about this evaluation.

tomas@uci.edu

Possible rubric categories:

1= Unsatisfactory

2= Emerging

3= Satisfactory

4= Accomplished

TPE 1: Engaging and Supporting All Students in Learning

Access to the curriculum (3, 4) (TPE 3.4)

	2	3	4
andidate does not onnect subject matter to eal-life contexts to ngage students.	Candidate makes limited attempts to connect subject matter to real-life contexts to engage students.	Candidate connects subject matter to real-life contexts to engage student interest, support student motivation and allow students to extend their learning, including multiple means of representation and expression.	...AND uses appropriate instructional strategies for students with special needs (such as UDL and MTSS) and/or English learners (such as SDAIE) to provide access to the curriculum.

Knowledge of students (1, 6, 8)

	2	3	4
andidate does not emonstrate knowledge of tudents in order to ngage and support their earning.	Candidate demonstrates limited knowledge of students in order to engage and support their learning.	...AND applies knowledge of students' funds of knowledge, socioeconomic backgrounds and language proficiency to engage them in learning.	....AND uses knowledge of students, including language ability and identified disability, to monitor student learning and adjust instruction while teaching.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Learning Environment (1,2,3)

	2	3	4
andidate does not ontribute to a positive earning environment.	Candidate promotes a positive learning environment by treating each student fairly.	Candidate promotes a positive learning environment by promoting an inclusive environment that provides a physically, mentally, intellectually, and emotionally healthy and safe space.	… AND is prepared to utilize positive interventions (such as conflict resolution and restorative practices) and supports and appropriately addresses instances of intolerance and bullying, racism, and sexism.

Classroom Behavior (6)

	2	3	4
andidate makes little to o attempt to maintain ositive classroom ehavior.	Candidate is working toward maintaining positive classroom behavior.	Candidate establishes clear expectations for positive classroom behavior by communicating classroom routines, procedures, and norms to students.	...AND c*onsistently* maintains clear expectations for positive classroom behavior and interactions.

Supporting Students (4,5)

	2	3	4
andidate does not aintain high expectations r all students.	Candidate maintains high expectations for most students.	Candidate maintains high expectations for learning with appropriate support for the full range of students in the classroom.	… AND knows how to access resources to support students who may have had challenging life experiences (including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile).

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Organizing the curriculum (1,2)

	2	3	4
andidate does not emonstrate sufficient nowledge of subject atter, including the alifornia State Standards nd state-adopted urriculum frameworks.	Candidate demonstrates sufficient knowledge of subject matter, including the California State Standards and state-adopted curriculum frameworks.	AND uses knowledge about students, subject-specific pedagogy, and learning goals to organize the curriculum to facilitate student understanding of subject matter.	… AND makes accommodations and/or modifications as needed to promote student empowerment in mastery of the curriculum.

Consultation and Collaboration (4)+ TPE 4.6 (2nd part of 3.4 is in TPE 1)

1	2	3	4
Candidate does not take advantage of opportunities to consult or collaborate with mentor teacher and others in the large school community.	Candidate is available to collaborate but relies on the mentor teacher to initiate discussions.	Candidate takes initiative to consult and collaborate with the mentor teacher to plan effective subject matter instruction but does not engage with the larger school community.	Candidate plans for effective subject matter instruction individually and through consultation with other educators and members of the larger school community (e.g. grade level, staff or department meetings).

TPE 4: Planning Instruction and Learning Experiences for All Students (16/3/4/7/5)

Planning Instruction (1, 6)

	2	3	4
andidate does not apply formation about udents' current academic rogress for instructional lanning.	Candidate attempts to apply information about students' current academic progress for short-term, daily instructional planning purposes.	... AND monitors student academic progress in order to adjust both short-term and long-term instructional plans.	… AND locates and accesses school and community resources (content standards-related learning needs and goals, assessment data, language proficiency status, and cultural background) pertaining to students' needs to inform to short-term and long-term instructional plans.

Interdisciplinary instruction (3)

	2	3	4
andidate does not design nd implement instruction nd assessment as pplicable to the subject rea of instruction.	Candidate attempts to design and implement instruction and assessment as applicable to the subject area of instruction.	Candidate attempts to design and implement instruction and assessment as applicable to the subject area of instruction and the intentional development of literacy skills and/or other disciplines.	Candidate effectively designs and implements instruction and assessment as applicable to the subject area of instruction and the development of literacy skills *and* other disciplines.

Maximize Instructional Time (4)

1	2	3	4
Candidate does not make effective use of instructional time to maximize learning opportunities.	Candidate attempts to plan design and implement instruction to make use of instructional time.	Candidate plans, designs, implements and *attempts* to *monitor* instruction, in order to make effective use of instructional time.	Candidate *consistently* plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning opportunities for all

			students.

Communication Strategies (7)

1	2	3	4
Candidate does not provide opportunities to promote a range of communication strategies and activity modes.	Candidate plans instruction that promotes a limited range of communication strategies and activity modes.	Candidate plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation and learning.	Candidate plans and effectively implements instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Promoting Student Success (5)

1	2	3	4
Candidate does not provide opportunities for all students to advocate for strategies that meet their individual learning needs.	Candidate provides limited opportunities for all students to advocate for strategies that meet their individual learning needs.	Candidate provides opportunities for all students to understand and advocate for strategies that meet their individual learning needs.	Candidate provides opportunities for students to understand *and* advocate for strategies that meet their identified individual learning needs (e.g., as prescribed by their IEP and 504 plans).

Technology (TPE 4.8)

	2	3	4
andidate does not use igital tools and learning echnologies to develop echnology-rich lessons to ngage student in learning.	Candidate makes *limited* use of digital tools and learning technologies to develop curriculum and provide personalized and integrated technology-rich lessons to engage students in learning.	Candidate *appropriately and intentionally* uses digital tools and learning technologies to develop curriculum and provide personalized and integrated technology-rich lessons to engage students in learning.	… AND promotes digital literacy, and offers *all* students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

Assessing Student Learning (1, 2)

	2	3	4
andidate does not emonstrate nderstanding of the urposes and appropriate ses of different types of ssessments (e.g., ormative, summative, rogress monitoring, erformance).	Candidate demonstrates some understanding of the purposes and appropriate uses of different types of assessments.	Candidate demonstrates understanding of the purposes and appropriate uses of different types of assessments and designs and administers assessments to document student learning.	… AND uses assessment data from multiple measures to plan and modify instruction and document student learning over time.

Student Self-assessment (3)

	2	3	4
andidate does not emonstrate an ability to volve students in self-ssessment and reflection.	Candidate demonstrates *limited* ability to involve students in self-assessment and reflection.	Candidate demonstrates ability to involve students in self-assessment and reflection and occasionally provides students with opportunities to revise their work.	Candidate consistently involves all students in self-assessment and reflection on their learning goals and progress and provides students with opportunities to revise their work.

Interpreting Assessment Data (6, 7, 8)

	2	3	4
andidate does not emonstrate ability to terpret assessment esults.	Candidate attempts to interpret assessment results from formative and summative assessments.	Candidate uses assessment data to establish learning goals and plan, differentiate and make accommodations for all students (including English Learners and students with special needs).	… AND works with mentor/specia t to distinguish between students nc first language is English, English rr or students with language proces g or other disabilities.

TPE 6: Developing as a Professional Educator

Reflective Practice and Professional Growth (1, 3)

	2	3	4
he candidate does not ssume responsibility for ngoing reflective practice nd professional learning.	The candidate fulfills requirements of the credential program but makes limited efforts to reflect on practice and seek out professional learning opportunities.	The candidate engages in reflective practice and seeks out relevant professional learning opportunities tied to learner needs	… AND collaborates with colleagues to design and implement professional learning for self and others.

Communication with colleagues and parents (3, 4, 6.5)

	2	3	4
andidate does not emonstrate rofessionalism when ommunicating with tudents, colleagues and amilies regarding learning nd assessment.	Candidate attempts to demonstrate professionalism when communicating with students, colleagues and families regarding learning and assessment.	Candidate demonstrates professionalism when communicating with students, colleagues and families regarding learning and assessment.	… AND in consultation with the mentor and other school personnel demonstrates professionalism when communicating with families regarding student learning, assessment (TPE 5.4), and policies regarding the privacy, health, and safety of students and families.

Ethical Conduct (2)

	2	3	4
he candidate emonstrates unethical ehavior.	The candidate struggles to consistently act with integrity and model ethical conduct.	In most instances, the candidate conducts themselves with integrity and models ethical conduct	The candidate *consistently* conducts themselves with integrity and models ethical conduct

Sample Introduction Letter to Parents

Dear Parents,

I hope you had a wonderful spring break. My name is Jane Smith and I will be student teaching in Ms. Jone's first grade class until the end of the third trimester. It is an honor to be working with your children and to play an active role in their learning process.

I would like to tell you a little bit about myself. I graduated from University of Maryland with a bachelor's in Business Management. I am in the process of obtaining my multiple subject teaching credential at University of California Irvine. I am fortunate to have had the opportunity to teach kindergarten in several schools abroad and through those experiences, I have learned ways in which to meet the learning needs of students from different cultural backgrounds while promoting a rich and fun learning environment. Being a mother of three children; a 12 year old daughter and 10 and 4 year old sons has provided me with a continuous journey of parenting, teaching and learning as I watch them grow and help them in accomplishing all their goals.

This is my second placement. My first placement was also in Woodbury with Ms. Blanco and her amazing fifth grade scholars. I enjoyed interacting with the fifth graders and gained insightful information about effective teaching and classroom management strategies. I am thrilled that I will be spending the last trimester of the year with the fabulous first grade students. I am looking forward to a semester full of enjoyable learning experiences with your children!

Sincerely,

Jane Smith

Anything that goes home to parents MUST be approved by your Mentor Teacher

Sample Norms for Student Teaching

**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.*

- ✓ Be at school by 7:30 am
- ✓ Don't leave until the next day's work has been organized and prepared
- ✓ The day before- discuss specifics of next day's plan
- ✓ NO lesson plans the night before
- ✓ Short lesson plans (outline form) should be submitted in addition to long forms or for lessons without long forms. Short lesson plans should include:
    - Main points of lesson: Misconceptions, Focus, Goal, Timing, Tricks for participation
- ✓ At the end of the day enter goals for the next day in log.
- ✓ Feedback for lessons will be provided at recess and lunch
- ✓ No long form lesson plan for blending, instead highlight words to use and outline learning goals.
- ✓ Always use CGI teaching format, NEVER tell a student they are wrong! Lead them to the right answer.
- ✓ 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
- ✓ Should be present for parent conferences, IEP Team Meetings/SST Meetings, assessments, etc. if schedule allows
- ✓ Know School Wide Behavior System
- ✓ Advice as of how to get to know the students quicker and how to build a meaningful relationship with them
    - Find out their interests/hobbies/groups of friends
    - Help out with assessments (running record on one-on-one interaction) and see where they're at and meet their levels
- ✓ Classroom management techniques:
    - Interact with as many kids as possible every day.
    - Participate in anything and everything
    - Excuse students to use bathroom with a partner when necessary.
    - Recognize students' good behavior and reward them by moving star up
    - When class is noisy pronounce "everybody listen…" and kids respond with "right now!" as they put hands on head.
    - Never give answers to students' questions. Guide them to find answers on their own.
- √ 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 MT 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.BE THERE (physically and mentally)

EDJOIN.org Instructions

Steps for Creating a Profile on EDJOIN - https://www.edjoin.org/Account/**Register**

Register

1. Don't use your UCI email for your contact email because you are only going to be keeping that for one year after you graduate.
2. Make sure your personal email is professional sounding.
3. Don't use your email as your username

My Info

4. About you is optional – your choice.

My Employment

5. List your student teaching with your mentor as your supervisor. List all jobs that you can show how they relate to education.

My References

6. Ask your references for permission to use their name. (*additional info* – after someone writes you a reference, send them a thank you note – email or letter.)

My Education

7. When listing colleges and degrees, list your credential (you will be able to list the future date of completion as 6/23/17). If you are finishing the MAT program this summer go ahead and list this as well with a future date of completion of 8/1/16.

My Credentials

8. **I possess the following Teaching Credential(s).** Can't add a credential until you receive one. If you have a substitute credential, you can add that. ***Upload a letter verifying your good standing in the UCI credential program in the meantime***. You request this letter from Student Affairs (David) ***(This will be sent out shortly.)***
   When you get your credential, select "Multiple Subject Teaching Credential (SB2042)" under the prompt: "I possess the following teaching credential…"

9. **I possess a Certificate of Compliance for the No Child Left Behind Act in the following subject areas** - go ahead and check subjects in which you passed the CSET. (may not save, but give it a try!)
10. **Credential Indicators** - Do not check box under "I hold a valid California Teaching Credential" until you get your credential
11. **Applied for Credential** - list UCI and put the date you applied as June 23, 2017
12. **Tests, Certificates and Programs** - check all of the tests you have taken. Don't check boxes for BCLAD, CLAD, SDAIE, instead, in the field labeled "Other" write "AB1059 English Language Learner Authorization"
13. **Extracurricular** – list any activity you are qualified to direct or coach

My Attachments

14. Upload recommendations and cover letter (when applying for a job attach *only* the documents requested). Use pdf.

Still confused?

- If you have any questions about using EDJOIN contact the help desk on their website.
- If you have questions related to your credential contact your credential counselor (David).
- If you have questions about the requirements for the job you are applying for contact the “contact person” listed in the job listing.

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.

- MS 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.
- 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.

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

Please view CTC leaflet at http://www.ctc.ca.gov/credentials/leaflets/cl505p.pdf for more information.

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.*