



# Program Information and Highlights

UNIVERSITY OF CALIFORNIA, IRVINE – MAT + CREDENTIAL PROGRAM

BETTER TOGETHER

## Professional Development

UCI has developed a set of online modules for mentor teachers to provide guidance and mentoring support. The CTC now requires all credential programs to provide 10 hours of professional development for mentor teachers. We view this as a wonderful opportunity to share coaching and feedback strategies. We understand that teachers are busy, so the modules can be completed online and embedded in the work of supporting their student teacher.

Each module contains a short video, links to resources and a suggested activity to complete with the student teacher. For example, in the module entitled, "Classroom Management Support," the mentor and candidate watch a video showing a sample observation and conference. Both the candidate and mentor identify the candidate's need and try out a possible course of action. Other topics included in the modules.

- Co-Teaching
- Building Relationships
- Coaching Adults
- In the Moment Feedback
- Model UDL
- edTPA Overview
- High Leverage Practices

## Online Modules for Mentor Teachers

Our team at UCI is continuously adding and revising modules based on feedback from mentor teachers. To view these modules, please visit the following sites:

<https://sites.google.com/uci.edu/uci-mentors/home>

## UCI Supervisors

Each candidate is assigned a supervisor to monitor student progress and provide feedback. The supervisor will schedule times to formally observe the candidate both in person and on video. The supervisor will also partner with the mentor teacher by providing program information and clarify expectations when requested. Candidates will be observed a total of twelve times throughout the school year (4 times each quarter) by their assigned supervisor.



## Program Coordinator

The program coordinator will share timely information with the mentor teacher about student teacher expectations and assignments. The coordinators will also make school visits to address concerns if necessary.

# UCI Single Subject Credential + MAT Program

Single Subject candidates earn a credential and Master of Arts in Teaching (MAT) in 14 months. Candidates have one placement during their program to experience the full scope of growth and development over the course of a school year.



## Placement

The placement starts on the first day of school and ends on the last day of school (August – May/June). The placement includes both fieldwork observation and student teaching. During fieldwork observation in the fall quarter, candidates start by observing and assisting their mentor teacher two days a week. The candidate and mentor teacher work together to plan how the candidate will participate in the classroom while receiving feedback and guidance from the mentor teacher. The goal is for candidates to gradually take responsibility for planning and teaching.

Two weeks before the winter break in December, the candidate advances to student teaching everyday, all day, from Monday through Friday. The candidate collaborates and co-teaches with the mentor teacher at this time, with the intent of taking over two class periods of the same prep/content during the spring. In the spring, candidates are at the school site everyday, all day, from winter quarter (January-March) through spring quarter (April-June). Co-teaching allows the candidate to receive feedback and guidance from the mentor teacher to gain a professional partnership.

## The Co-Teaching Model

The UCI Program has embraced the co-teaching model of teacher preparation because of its benefits for both the candidate and the mentor teacher. Through co-teaching, the mentor teacher and student teacher collaboratively plan and deliver instruction from the beginning. This allows the student teacher to focus on specific strategies and skills. Throughout the student teaching experience, the mentor and student teacher alternate between assisting and leading, teaching and planning, and analyzing and reflecting. Research suggests that student learning is enhanced when mentor teachers and student teachers collaborate to provide targeted support.

### CO-TEACHING STRATEGIES

- One teach/one observe
- One teach/one assist
- Collaborative planning/analyzing assessments
- Team Teaching & Planning

## Contact Information

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