

2018-2019

Single Subject Student Teaching Handbook



UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF **EDUCATION**



Vision Statement for UCI Teacher Preparation Programs

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

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

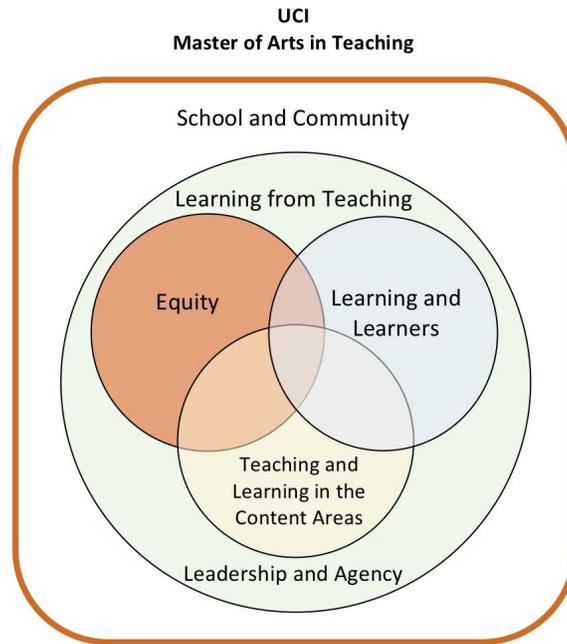
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Single Subject Student Teaching Handbook
UCI School of Education
Single Subject Credential Program

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The single subject curriculum, including its fieldwork components, has been designed around the MAT program’s five core commitments of equity, understanding learners and learning, teaching and learning in content areas, learning from teaching, and leadership and agency.

Candidates learn how to provide **Equitable** instruction through courses focused on differentiating instruction for diverse learners, including, exceptional learners and English language learners, while simultaneously engaging in fieldwork experiences in which they work collaboratively with mentor teachers to design and implement rigorous curriculum accessible to all students.

Through both coursework and field based assignments, candidates broaden their theories of **Learning and Learners**, recognizing the social, cultural, and contextual nature of learning and the unique resources learners bring to bear on their learning.

Through a 3-quarter methods course sequence in each subject area, candidates learn disciplinary specific practices for **Teaching and Learning in the Content Areas**. Methods instructors, who are content area experts, equip candidates to use discipline-specific pedagogical practices to advance rigor and responsiveness in teaching.

Candidates develop an inquiry stance to **Learn from Teaching** through a 4-quarter course sequence focused on “noticing” classroom interactions, exploring and reflecting on dilemmas of practice arising in their student teaching, developing researchable questions, and conducting a field-site inquiry project.

Throughout the program, dispositions and practices associated with **Leadership and Agency** are fostered through an emphasis on professionalism, collaboration, innovation and political agency.

The MAT Single Subject Program is also designed to prepare candidates to meet the [Teaching Performance Expectations](#) as outlined by the Commission on Teacher Credentialing.

Description of Single Subject Program

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

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

The following reflects the fieldwork and student teaching schedule:

Fieldwork Experience: First day of fall semester – Winter break

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

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

Mentor stipend: There is a \$100.00 stipend paid to mentor teachers for this portion of the placement.

Requirements: Each candidate's fieldwork experience includes, but is not limited to, the following activities and responsibilities:

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

***During the week(s) UCI is off for Winter Break, the candidates are to be at the school site full time (every day) for two weeks to help prepare them for the Winter Quarter.**

Student Teaching: After winter break – End of spring semester

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

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

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

**In addition to teaching two classes, candidates are responsible for finding an Academic Support Experience in which they work with small groups of struggling students, student with IEPs, or English Learners.*

Qualified Mentor Teachers are practitioners who have...

- 3 or more years of full-time teaching experience
- The appropriate California teaching credential to support the assigned student teacher
- Demonstrated exemplary teaching in or across disciplines and grade levels
- Expertise in developing and implementing California State Standards and frameworks
- Experience working collaboratively with other teachers
- Skillfully coached pre-service teachers and/or beginning teachers in the past (and/or has experience mentoring adults)
- Demonstrated a positive impact on student learning
- Been identified by administrators as an effective teacher

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

Fall Fieldwork/Student Teaching Times

Fall - Fieldwork

- Candidates will be at their school site two days a week for a **minimum** of ten hours a week, 150 hours for the Fall Quarter. This may be the first time a candidate has been in the classroom in this role. Some candidates have worked as substitutes or tutors.
- During the month of **August and September**, the candidate should be learning the names of the students, becoming familiar with the school and the staff, observing and noticing interactions in the classroom. Besides observing, let them become involved in routines in the classroom – taking roll, handing out materials, helping with technology, and monitoring student work. During this time, they will be taking only one class – ED 305, Learning from Teaching.
- During early Fall Quarter, the candidates will continue at the school site while taking 20 units of coursework at UCI. They will still be attending their placement a minimum of 2 days a week for 10 hours. These two days may be different from August and September because of a change in their course schedule at UCI. During this time they will begin a gradual increase in instructional practices as they begin to prepare for their student teaching at the end of Fall Quarter. These responsibilities will include one-on-one tutoring, small group work, parts of a lesson and eventually teaching a full lesson that the mentor has planned.
- During late Fall Quarter, candidates will transition to student teaching by participating in the instruction at their placement everyday (last two weeks before the school placement's Winter Break).
- **UCI Supervision:** A UCI supervisor will visit during the early fall to answer any questions and check in with the mentor and school administrator. The supervisor will also be seeking feedback on how the candidate is performing in early fieldwork. By the end of the Fall Quarter, a UCI supervisor will have two observations of the candidate. One will be a video and the other a classroom visit. The purpose of these observations will be to support the candidate in developing rapport and a presence in front of the class by watching them with small groups, presenting a part of the lesson segment, or a full lesson.

Role of Candidate During Fall

Candidate Responsibilities

- During the Fall Quarter, the candidate is responsible for getting to know the students, the mentor and the school culture while gradually taking on instructional tasks
- Give prior notification for unavoidable absences and provide lesson plans
- Be available to conference with Mentor Teacher
- Complete the school site check-off list
- Keep up to date with observation and reflection reports
- Videotape a lesson in November
- Student teach for two weeks before their school's winter break

Role of Mentor Teacher During Fall (Fieldwork)

Meetings

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

Providing Student Support

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

Evaluation

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

Formal Planning & Scheduling

- ✓ During the Fall Quarter, plan a schedule for which periods candidates will teach. During this time, review the teaching responsibilities with the candidate. Meet with candidate to map the curriculum for the upcoming quarter, discuss and approve a **classroom management plan**, and plan the curriculum and dates for the edTPA.

Role of Single Subject Supervisor During Fall

Supervisors will meet and greet the candidates and Mentor Teacher in October. They will complete a video observation based on a UCI class assignment in November. Supervisors will also do an in-person observation in collaboration with the Mentor Teacher and candidate.

Role of Student Teacher During Winter/Spring

Winter/Spring – Student Teaching

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

Student Teacher Responsibilities

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

Student Teaching Expectations

During the Winter and Spring Quarters, student teachers must:

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

Student Teacher Class Schedule: *The student teachers' class schedules will vary. In the Fall Quarter, they have six classes that meet two days a week throughout the day. In the Winter Quarter, they have 3 classes each week from 4:00 pm – 6:50 pm. In the Spring Quarter, they have 3 classes a week from 4:00 pm - 6:50 pm.*

Lesson Plan Expectations

In the Winter and Spring Quarter, it is program policy that student teachers will have lesson plans written and available in time for mentors and supervisors to review so that revisions can be completed before the lesson is taught. There is a UCI Long Planner that the student teachers are expected to use for supervisor visits (8 times). At all other times they may use a shorter form.

Role of Mentor Teacher During Winter/Spring

Providing Student Teacher Support

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

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

Completing a Midterm and Final Student Teacher Evaluation

The student teachers are formally evaluated by their Mentor Teachers twice during the Winter and Spring Quarter. During the Spring Quarter, student teachers will complete an Individual Induction Development Plan (IIDP) in collaboration with their Mentor Teacher and Supervisor. The evaluation process is meant to be collaborative and reflect the student teacher's growing competency in the domains of the [Teaching Performance Expectations](#).

Role of UCI Single Subject Supervisor During Winter/Spring

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

Visit Guidelines for Supervisors

Before the visit, communicate with the student teacher to:

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

During the visit:

- Meet and greet the Mentor Teacher and establish professional communication
- Observe lesson
- Debrief with the student teacher (and mentor if available)
- Respond and complete observation report online
- Contact Coordinator regarding "at-risk" students or any other concerns ASAP

Role of UCI Single Subject Program Coordinator

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

Overview of Single Subject Courses

Summer

The Adolescent Learner
 Learning Inside and Outside of Schools
 The History and Culture of Schooling in the United States
 Media and Information Literacy
 Outcomes of Schooling – Student Assessment
 The Policy Environment of Teaching

Fall

Fieldwork Seminar
 Reading and Writing in Secondary Classrooms
 The Exceptional Learner and Educational Equity
 Culture, Diversity, and Educational Equity
 Learning to Learn from Teaching

One of the following methodology courses

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

Winter

Student Teaching and Seminar
 Theories and Methods of ELD
 Teaching Investigation: Identifying Dilemmas of Practice
 One of the above methods classes

Spring

Student Teaching and Seminar
 The Exceptional Learner and Educational Equity
 Teaching Investigation: Exploring the Dilemmas of Practice
 One of the above methods classes

Summer

Design of Learning Environments
 Understanding Teacher Agency

Single Subject Program Substitute Teaching Policy

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

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

***Note:** Substitute teaching that occurs outside of the designated days for fieldwork will not count as hours toward fieldwork.

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

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
- Bring cash or check (no credit cards) with your certificate of clearance

Co-Teaching

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

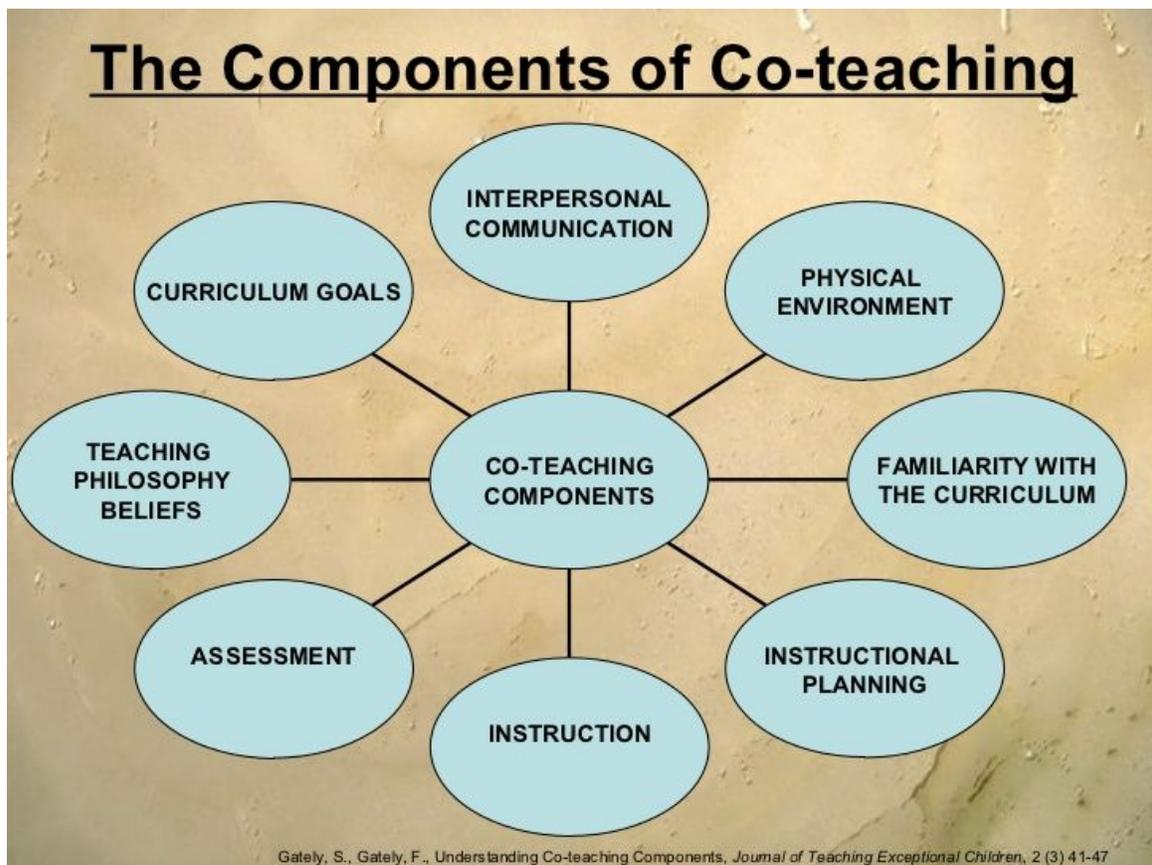
Research demonstrates that student learning is enhanced when mentor and student teachers collaborate to provide individual instruction to struggling students, monitor group work, provide meaningful feedback on assessments, incorporate technological instructional tools, and monitor student progress and behavior. The student teaching experience, while remaining basically unchanged for over 100 years, is the most critical component of teacher preparation. It is imperative that the structure of that experience adapt to the increasing complexity of classroom teaching and be reexamined in light of new educational reform initiatives. The co-teaching model ensures that student teachers provide a service that will enhance student learning, as well as prepare the student teacher for the 21st century classroom.

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

- Support with meeting the needs of students in large and diverse classrooms
 - Reduces student/teacher ratio
 - Allows for diverse strategies
 - Increases student engagement time
- Increased options for flexible grouping of students
- Enhanced collaboration skills for the teacher candidate and cooperating teacher
- Mutual support for both the cooperating teacher and the teacher candidate
- Another set of eyes to observe and help problem solve
- Support in classroom and lesson preparation
- Flexibility to try things you wouldn’t be as willing to do alone
- Support with classroom management
- Support in grading assessments and providing meaningful feedback

Co-Teaching Models

1. **Supportive Teaching** – one teacher is lead instructor while the other teacher provides support for individual students and observes particular behaviors.
 - *Strategies* – graze and tag, proximity, conferencing, strategic pull-out, 1-on-1...
2. **Complementary Teaching** – when one co-teacher enhances the instruction provided by the other co-teacher.
 - *Strategies* – record and edit, demonstrations, simulations, activity/lab set-up and break down, technology assistance, modeling...
3. **Parallel Teaching** – when two or more people work with different groups of students in different sections of the classroom.
 - *Strategies* – tiered instruction, stations, small groups, literature circles...
4. **Team Teaching** – both teachers are actively engaged in instruction and management of the class.
 - *Strategies* – role playing, modeling, cooperative learning, think alouds, project-based instruction



Overview of edTPA Performance Assessment

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

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

We request the Mentor Teacher's assistance in supporting our candidates by:

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

Because the passage of edTPA is a requirement for applying for a credential, Mentor Teachers *may not*:

- Edit candidate materials
- Select video clips with the candidate
- Provide actual candidate TPA materials on public access websites
- Providing specific analyses of candidate responses prior to submission for scoring
- Share materials across candidates or with others that are intended to be submitted or have been submitted for scoring

Through fall and winter quarters (October 2018 through March 2019) we will provide detailed information to our candidates. They will receive support in the form of monthly sessions to unpack the handbook and rubrics, weekly "brown bag" sessions for questions, and ongoing instruction from their content-specific methods instructors.

The next few pages highlight the three tasks of the edTPA: 1) Planning, 2) Instruction, and 3) Assessment.

Task 1	What Candidates Need to Do	Evaluation Rubrics
<p>Task 1: Planning for Instruction and Assessment</p>	<p>A. Context for Learning Information</p> <p>B. Lesson Plans for Learning Segment</p> <ul style="list-style-type: none"> ✓ A learning segment is a 3-5 consecutive lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. ✓ Identify a central focus that supports students' development of <i>concepts, facts/procedures, AND critical thinking</i>. ✓ Write a lesson plan for each lesson in the learning segment. <p>C. Instructional Materials Submit key instructional materials.</p> <p>D. Assessments Submit copies and directions for all planned assessments from the learning segment.</p> <p>E. Planning Commentary</p> <ul style="list-style-type: none"> ✓ Respond to the commentary prompts describing the decisions you made while planning your learning segment. ✓ As part of the commentary, choose one language function to analyze <i>content specific</i> language demands and identify a learning task where students use that language function and what instructional supports you will provide. 	<p>1. Planning for <i>Content Specific</i> Understandings How do the candidate's plans build students' <i>concepts, facts/procedures, AND critical thinking</i>?</p> <p>2. Planning to support Varied Student Learning Needs How does the candidate use knowledge of his/her students to target support for students to develop <i>concepts, facts/procedures, AND critical thinking</i>²?</p> <p>3. Using Knowledge of Students to Inform Teaching and Learning How does the candidate use knowledge of his/her students to justify instructional plans?</p> <p>4. Identifying and Supporting Language Demands How does the candidate identify and support language demands associated with a key <i>content specific</i> learning task?</p> <p>5. Planning Assessments to Monitor and Support Student Learning How are the informal and formal assessments selected or designed to monitor students' <i>concepts, facts/procedures, AND critical thinking</i>?</p>

Task 2	What Candidates Need to Do	Evaluation Rubrics
<p>Task 2: Instructing and Engaging Students in Learning</p>	<p>A. Video Clips</p> <ul style="list-style-type: none"> ✓ Obtain required permissions from parents for video taping ✓ Video tape your learning segment lessons ✓ Select 1 or 2 video clips, no more than 10-20 minutes total, that show students actively engaged in learning tasks and the candidate interacting with students to develop their understanding of <i>content-specific</i> concepts. <p>B. Instruction Commentary Respond to the commentary prompts to analyze your students' learning and your teaching in the video clip(s).</p>	<p>1. Learning Environment How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?</p> <p>2. Engaging Students in Learning How does the candidate actively engage students in developing understanding of <i>specific content concepts</i>?</p> <p>3. Deepening Student Learning How does the candidate elicit responses to promote thinking and develop understanding of concepts?</p> <p>4. Subject Specific Pedagogy: <i>Content Specific</i> How does the candidate ...?</p> <p>5. Analyzing Teaching Effectiveness How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?</p>

*Please check with your student teacher and have them share what the specific **video requirements** are for his/her content area.

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

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Task 3	What Candidates Need to Do	Evaluation Rubrics
<p>Task 3: Assessing Student Learning</p>	<p>1. Assessment Choose an assessment from the learning segment to analyze.</p> <p>2. Evaluation Criteria Define and submit the evaluation criteria you will use to analyze student learning.</p> <p>3. Student Work Samples <ul style="list-style-type: none"> ✓ Select and include 3 student work samples to illustrate your analysis of patterns of learning within, and across learners in, the class. Remove names of students. ✓ At least 1 of the samples must be from a student with specific learning needs (IEP, struggling readers, gifted students, academic language proficiency, etc.) and 1 sample must be from an ELL student (if present in classroom). </p> <p>4. Evidence of Feedback Document the feedback you give to each of the three focus students.</p> <p>5. Assessment Commentary Respond to the commentary prompts to analyze your assessment of student learning and plan for next steps.</p> <p>6. Targeted Academic Language Use evidence from the video clips and/or student work samples submitted in the assessment task to show students' understanding and use of the targeted academic language function.</p>	<p>1. Analysis of Student Learning How does the candidate analyze evidence of student learning of <i>concepts, facts/procedures, AND critical thinking</i>?</p> <p>2. Providing Feedback to Guide Learning What type of feedback does the candidate provide to focus students?</p> <p>3. Student Use of Feedback How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?</p> <p>4. Analyzing Students' Language Use and Content Specific Learning How does the candidate analyze students' use of language to develop content understanding?</p> <p>5. Using Assessments to Inform Instruction How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?</p>



Acceptable Forms of Support for Candidates within the edTPA Process

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

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

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

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

²Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.

Teaching Performance Expectations (TPEs) Aligned with the California Standards for the Teaching Profession

California Teaching Performance Expectations



Commission on Teacher Credentialing

(TPEs) Adopted
June 2016

TPE 1. Engaging and Supporting All Students in Learning

TPE 2. Creating and Maintaining Effective Environments for Student Learning

TPE 3. Understanding and Organizing Subject Matter for Student Learning Content
Specific Pedagogy

TPE 4. Planning Instruction and Designing Learning Experiences for All Students

TPE 5. Assessing Student Learning

TPE 6. Developing as a Professional Educator

[*Access the TPE document here](#)

Commission on Teacher Credentialing
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