

UCI Clinical Practice Handbook for School Partners and District and School Administrators

2018-19



The UCI School of Education partners with schools and community organizations to put students first.

Engagement in our communities produces:

- *Productive interactions with Southern California's rich diversity of peoples and neighborhoods.*
- *Increased opportunities for student success from preschool through graduate school.*
- *Grounded experience in service to and for others.*

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The UCI School of Education administrates three teacher preparation pathways:

- CalTeach Undergraduate Blended Program in Math and Science: Undergraduate students earn both a bachelor’s degree in math or science and a teaching credential. Before entering their final year of student teaching, all CalTeach students have participated in fieldwork at elementary, middle and high school settings.
- Master of Arts in Teaching Multiple Subject Program: Students in this post baccalaureate program earn both their master of arts in teaching and a multiple subject teaching credential in fourteen months. This pathway involves two different placements, one primary and one upper grade.
- Master of Arts in Teaching Single Subject Program: Students in this post baccalaureate program earn both their master of arts in teaching and a single subject credential (math, science, English, social science, world languages or art) in 14 months. In this pathway, candidates are placed at the same school site for the entire year.

What are common features of the UCI fieldwork and student teaching experience?

- UCI fieldwork and student teaching are structured as a **co-teaching** experience. This model of collaborative learning allows candidates to increase their involvement and responsibilities over time. With guidance from their mentor teachers, candidates are able to focus on specific strategies and build a repertoire of effective practices. This collaborative approach enhances the learning opportunities for K-12 students, combines the knowledge and strengths of both teachers, and increases both teachers' skills. UCI will provide professional development and support to mentor teachers to help them implement the co-teaching model.
- Candidates are at their placement **two days per week during most of fall quarter**, and gradually transition from an observer role to the more active role of supporting co-teacher (MAT candidates participate in full-time co-teaching for 2-3 weeks at the end of fall quarter).
- Student teaching primarily occurs January through June when candidates are at the school site every day (with the exception of MS candidates who are not at the school site on Fridays during UCI's winter quarter).
- Candidates are required to complete a minimum of **600 hours** of structured and supervised fieldwork and student teaching.
- Candidates will be required to **videotape themselves** teaching a few lessons or parts of lessons in the fall. These videos will be shared with UCI supervisors and instructors in order to help the candidates improve their instruction. Candidates will inform their mentor teachers about any assignments involving video at least two weeks in advance and obtain the necessary parent permissions before recording (and make sure not to include students who are lacking parental permission).
- Candidates are observed 10 times by UCI supervisors (including 1-2 video observations) and provided formative assessment feedback aligned to the [Teaching Performance Expectations](#).
- Candidates will complete a state-mandated portfolio assessment ([edTPA](#)) during student teaching (usually due the end of March). Candidates are required to videotape instruction for this assessment.

Who can serve as a site-based mentor teacher?

Someone who has...

- 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

How does UCI support mentor teachers?

- Small stipend in recognition of their generosity and effort
- Fall and winter quarter orientations to make expectations clear and provide professional development

- Mentor Teacher Toolkit: <https://sites.google.com/uci.edu/uci-mentors/home> to provide on-time support and opportunities for mentors and candidates to learn together*
- Certificates recognizing their contributions as a mentor and completion of mentor training
- 10 UCI supervisor visits (over the whole year) and 1-2 video observations
- Shared observation with a UCI supervisor
- Program coordinators available for extra visits, phone consultations and troubleshooting
- Professional development opportunities through UCI

****The California Commission on Teacher Credentialing requires new mentor teachers to complete 10 hours of training focused on effective mentoring. This training can be accomplished by attending orientations, participating in a shared observation with a UCI supervisor, and engaging in the mentor teacher modules located in our [Mentor Teacher Toolkit](#). Mentors should complete training by the end of January.***

What is the role of the mentor teacher during fall fieldwork?

- Meetings with Candidates: A large part of mentoring during fieldwork is “making thinking visible”. The mentor teacher and student teacher should meet at least once a week to discuss the choices the mentor has made in instruction.
- Providing Candidate 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.
 - 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, professionalism and progress on the Teaching Performance Expectations

What is the role of the mentor teacher during co-teaching and student teaching?

Planning & Scheduling

- Meet with candidate to map the curriculum for upcoming units and semesters, co-construct a classroom management plan, and plan the curriculum and dates for the edTPA
- Meet with candidate to co-plan lessons

Providing Student Teacher Support

- Co-teach with or observe the student teacher daily and provide feedback*
- Conference with the candidate to co-plan lessons for the upcoming week and decide on the appropriate co-teaching roles
- Co-evaluate student work

- Meet with the candidate after completing the Teacher Candidate Assessment to discuss progress
- Participate in a shared observation with a UCI supervisor
- Conference with a UCI supervisor and candidate to complete the Individual Induction Plan (a document the candidates eventually share with their induction coordinator)

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

Completing a Midterm and Final Student Teacher Evaluation

The candidates are evaluated by their Mentor Teachers once during fall semester and twice during the spring semester. The evaluation process is meant to be collaborative and reflect the student teacher’s growing competency in the domains of the Teaching Performance Expectations. In addition, mentor teachers will provide feedback to help the candidate create his/her Individual Induction Plan (IIDP). Directions for how to complete the online Teacher Candidate Assessment Form and participate in an IIDP conference are provided by the UCI program coordinators through email.

Unique Features and Fieldwork and Student Teaching Schedules for Each Pathway

CalTeach Undergraduate Program in Math and Science

Fieldwork

Beginning with the first week of school, CalTeach students will be required to attend fieldwork a minimum of ten hours per week over two days.

| | FALL QUARTER | |
|--|--------------------------|-------------------------|
| | Time in Classroom | Total Time |
| Early Fieldwork and Co-Teaching Beginning of school (varies with each district) until winter break | 2 days per week | Approximately 100 hours |

The fieldwork+co-teaching experience is an opportunity for candidates 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. There is a \$100.00 stipend paid to mentor teachers for this portion of the placement.

Student Teaching

| | Winter and Spring Quarters | |
|---|---|--|
| | Time in Classroom | Total Time |
| Co-Teaching Candidate gradually take on a lead role | 5 days per week (5 hours a day): Candidates teach two classes per day of the same preparation and serve as a tutor in an academic support experience. | Approximately 500 hours of structured fieldwork (including 180 hours of co-teaching and/or independent student teaching hours) |

The student teaching experience is an opportunity for candidates to work collaboratively with their mentor teachers and gradually take on the role of lead instructor. There is a \$300.00 stipend paid to mentor teachers for this portion of the placement.

MAT Multiple Subject Program

The UCI Multiple Subject MAT+ Credential Program is a 14-month program where graduate students integrate UCI coursework with field based assignments and student teaching. Each candidate is required to have two field placements with a qualified mentor teacher.

| 2 placements = Fieldwork + student teaching | Fall Quarter 2018 | | Winter Quarter 2019 | Spring Quarter 2019 |
|--|---|---|--------------------------------------|--|
| | August– December Fieldwork + Co-Teaching | | January – March Student Teaching | April – June Student Teaching |
| 1 st Placement <i>New UCI Mentor Teachers will complete 10 hours of CTC required training.</i> | 2 days a week of observation and participation from the 1 st day of school until winter break. | 5 days a week of student teaching (co- teaching) the last 2-3 weeks in December. | | |
| 2 nd Placement <i>New UCI Mentor Teachers will complete 10 hours of CTC required training.</i> | | | 4 days a week of student teaching | 5 days a week of student teaching <i>Full assumption of responsibility last 4 weeks of the placement</i> |
| Hours | 120+ | 80-120 | 240 | 300 |
| | Placement 1 | | Placement 2 | |
| | Stipend for MT: \$100 | | Stipend for MT: \$150 per quarter | |

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MAT Single Subject Program

The UCI Single Subject MAT+ Credential Program is a 14-month program where graduate students integrate UCI coursework with field-based assignments and student teaching. Candidates are assigned to the same placement for the entire academic year.

Fieldwork

Beginning with the first week of school, UCI candidates will be required to attend fieldwork a minimum of ten hours per week over two days in addition to two-three weeks of fulltime co-teaching (before winter break) for a total of 150 hours during Fall Quarter.

| | FALL QUARTER | |
|--|--------------------------|-------------------------|
| | Time in Classroom | Total Time |
| Early Fieldwork and Co-Teaching Beginning of school (varies with each district) – 12/8 | 2 days per week | Approximately 100 hours |
| Fulltime Co-Teaching 12/8 – winter break | 2-3 weeks fulltime | 80-120 hours |

The fieldwork+co-teaching experience is an opportunity for candidates 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. There is a \$100.00 stipend paid to mentor teachers for this portion of the placement.

Student Teaching

| | Winter and Spring Quarters | |
|---|---|--|
| | Time in Classroom | Total Time |
| Co-Teaching Candidate gradually take on a lead role | 5 days per week (full days): Candidates teach two classes per day of the same preparation and serve as a tutor in an academic support experience | Approximately 600 hours of structured fieldwork (including 200 hours of co-teaching and/or independent teaching hours) |

The student teaching experience is an opportunity for candidates to work collaboratively with their mentor teachers and gradually take on the role of lead instructor. There is a \$300.00 stipend paid to mentor teachers for this portion of the placement.

Thank you for supporting the development of new teachers and the UCI teacher preparation programs!

If you have any questions please contact the program directors and coordinators listed here:

<http://education.uci.edu/directory-directors.html>