

# UC Irvine School of Education

## Multiple Subject Credential + MAT Program

### Fall Student Teaching Handbook 2021

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## Information Session Invitation for Mentor Teachers

### UCI MENTOR TEACHER INFO SESSION

### UCI Multiple Subject Credential MAT Program

**Please join us on Zoom for an info session**

(Counts for 1 hour of PD for new mentor teachers )

Register for one date:

- **Thursday, August 26th 4:00 - 5:00 PM**



OR

- **Wednesday, September 1st 4:00 - 5:00 PM**



Please contact Myuriel von Aspen for additional information  
[vonaspen@uci.edu](mailto:vonaspen@uci.edu)

Register for one of the dates using the QR codes or using one of the links below:

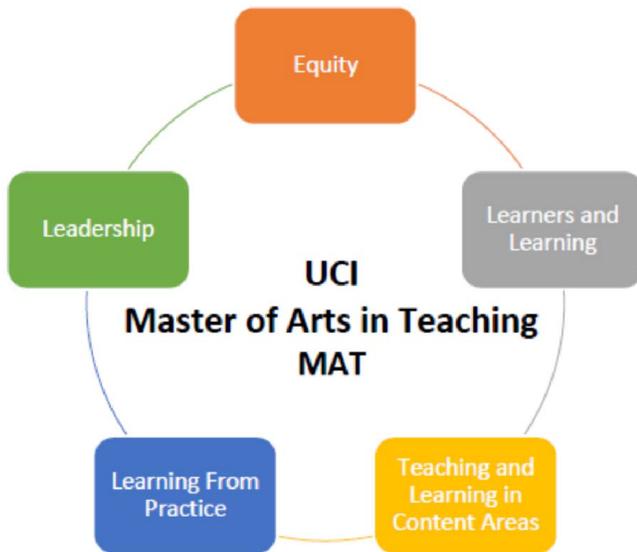
- [Thursday, August 26th 4:00 - 5:00 PM](#)
- [Wednesday, September 1st 4:00 - 5:00 PM](#)

## Vision Statement for UCI Educator and Leadership 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 narratives about diverse students' success at school
- Collaborate with school and local communities to leverage and enhance resources, assets and knowledge.

## Teacher Preparation 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 Teaching:** 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.

### Fall Quarter: Fieldwork and Student Teaching

UCI Candidates enroll in a 14-month program to earn both their Multiple Subject Teaching Credential and their Master of Arts in Teaching (MAT). During the program, each candidate has 2 school placements, the first in Fall quarter and the second during Winter/Spring quarter. Their UCI coursework begins in the summer with foundational courses in learning theory, child development, sense making, history of public school, assessment, equity and technology. As the candidates progress to Fall quarter, they enroll in their methods courses for science, math, reading, P.E., health, language arts and ELD.

The Fall placement is a candidate's first placement, and for some candidates, their first experience in an elementary school classroom as an adult. The Fall placement starts out as fieldwork observation and participation, with the candidate observing and assisting the mentor teacher. The candidate eventually advances to student teaching during the last three weeks in December and attends student teaching Monday-Friday.

2 placements = Fieldwork + student teaching	Fall Quarter 2021		Winter Quarter 2022	Spring Quarter 2022
	August– December Fieldwork + Student Teaching		January – March Student Teaching	April – June Student Teaching
1 <sup>st</sup> 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 <sup>st</sup> day of school until the end of November	5 days a week of student teaching (co-teaching) the last 3 weeks in December. Starting Thursday, 12/2		
2 <sup>nd</sup> 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>
Clinical Fieldwork Hours	120+	80+	240	300
	Placement 1		Placement 2	

The UCI Multiple Subject Coordinator, Myrielle von Aspen, arranges the placements in collaboration with school and district administrators. Candidates attend their school placement starting with the first day of school, unless a UCI class is scheduled that day. Candidates continue to attend their fieldwork placement 2 days a week until December, when they attend 5 days a week until their school site goes on break. In January, the candidate starts a new student teaching placement in order to have an alternate grade level experience.

Each candidate is assigned a UCI Supervisor who visits the classroom in early Fall to meet with both the candidate and Mentor Teacher. The supervisor formally observes the candidate once on video and once in person.

## Fieldwork Expectations (August – November)

Fieldwork candidates observe the mentor teacher and participate in the daily activities of the classroom. They use this opportunity to learn from an experienced teacher, ask questions and ask for opportunities to practice. Some UCI courses will have assignments that require work with students. Fieldwork candidates need to communicate with their mentor teacher in a timely manner regarding these assignments.

### Fieldwork candidates will

- attend fieldwork Thursdays and Fridays from August-November
- observe their mentor teacher and ask questions
- meet with mentor teacher to develop Norms for interaction and communication
- interact with students and learn all students' names
- learn all classroom routines and procedures
- organize materials for the mentor teacher
- conduct themselves in a professional and positive manner with all other students and adults at the school site
- conduct themselves in a professional and positive manner with parents, but not share any evaluative information
- attend school events such as Back to School night, festivals, concerts
- communicate with mentor teacher in a timely manner about any UCI assignments that require work with students
- co-teach with mentor teacher (collaborative planning, teaching and assessment)
- gradually take on more responsibility in order to prepare for student teaching
- show initiative
- dress appropriately

## Student Teaching Expectations (December)

Student teachers take on greater responsibility for planning and teaching in December. They implement the ideas and strategies they have observed from their mentor teacher and learned through their UCI courses.

### Student Teachers will

- attend student teaching Monday-Friday in December (some UCI classes *may* continue into 1<sup>st</sup> week of December)
- plan and teach (independently or in collaboration with the mentor) a minimum of 2 lessons each week
- co-teach the rest of the day with the mentor teacher
- complete the edTPA Literacy Task
- assess student work (independently or in collaboration with the mentor) to plan for future instruction
- assume responsibility for creating a positive classroom environment

From the Responsibilities Document: *Credential candidates are allowed to participate at school sites at the pleasure of the cooperating school and school district and can be removed without cause from fieldwork and/or student teaching assignments by the cooperating school or school district. Candidates must meet all expectations of the cooperating school and school district at all times including, but not limited to: dress and grooming standards, professional conduct, and classroom performance. Professional conduct is deemed to include language or behavior in the classroom, publicly accessible images or behavior in social media, or publicly accessible conduct after school hours that would be considered a breach of professional conduct. The University may become informed of these types of infractions through various means, but upon being informed will take necessary action.*

## Distance Learning Modifications

In the event of emergency Distance Learning, UCI student teachers may continue to support their mentor teachers with district approval. See below for suggestions on how to include UCI student teachers.	
Synchronous Instruction	<ul style="list-style-type: none"> <li>● Teach live lessons to whole class or small groups in breakout rooms</li> <li>● Tutoring individual students or groups of students online</li> <li>● Support mentor teacher by monitoring the chat, taking attendance and gathering data on student participation</li> <li>● hold office hours</li> </ul>
Communication with Families (only with mentor approval)	<ul style="list-style-type: none"> <li>● Setting up online office hours on Zoom (for students or parents)</li> <li>● Phone calls home</li> <li>● Conferences with parents</li> <li>● Conferences with individual students</li> <li>● If appropriate, attend an IEP meeting</li> </ul>
Asynchronous Instruction	<ul style="list-style-type: none"> <li>● Putting together learning packets and searching for resources for students who need extra support (ELL, 504, IEP, GATE, Special Education)</li> <li>● Creating instructional videos based on need</li> <li>● Curating online resources/tools for a particular lesson or unit</li> <li>● Creating a demonstration of a lab</li> <li>● Conducting a reading of a text with discussion questions</li> <li>● Creating a Google Slide or PowerPoint screencast (with voiceover and opportunities for discussion or online responses to questions)</li> <li>● Creating a whole lesson on video (simulation)</li> </ul>
Planning and Assessment	<ul style="list-style-type: none"> <li>● Attend grade-level or department meetings</li> <li>● Professional development opportunities</li> <li>● Curriculum development efforts</li> <li>● Planning lessons and units</li> <li>● Assessing student work (packets, online simulations, formative data, etc.)</li> <li>● Finding and accessing online tools and resources (training students to use tools)</li> <li>● Reviewing and providing digital feedback on assignments and learning packets</li> <li>● Setting up and monitoring Google Classroom tools (or other digital learning platforms)</li> <li>● Gathering, recording, and analyzing data over time to share with mentor</li> <li>● Tracking student data</li> <li>● Grading student assignments</li> </ul>
<p>The UCI Teacher Academy has compiled a list of resources to support distance learning:  <a href="https://teacheracademy.uci.edu/resources-for-remote-instruction/">https://teacheracademy.uci.edu/resources-for-remote-instruction/</a></p>	

## Student Teaching from the School Site During Distance Learning

At some schools, teachers and student teachers are required to report to the school site and provide distance learning from their classrooms. If this is the case at your school site, please take all safety precautions when working in close proximity with others.

- Wear a mask when indoors.
- Avoid sharing materials unless surfaces are adequately sanitized.
- Stay home if you have any signs of illness.
- If the student teacher may contribute to distance learning from home, please consider this option to reduce physical contact.
- Inform the Mentor Teacher and Coordinator **ASAP** if you have been in close proximity to someone who was positively diagnosed with Covid-19 so appropriate quarantining can occur.

## COVID-19 Safety Guidelines

Student teachers are expected to follow their school sites' safety protocols and inform their Mentor Teacher and Coordinator **ASAP** if they have been in close proximity to someone who was positively diagnosed with Covid-19 so appropriate quarantining can occur.

All UC students are required to be vaccinated, and need to be ready to provide proof of vaccination.

To obtain a QR code with your vaccination record visit:

<https://myvaccinerecord.cdph.ca.gov/>



Digital COVID-19  
Vaccine Record

## Attendance at School Placement

Attendance requirement for fieldwork during Fall quarter is 2 full days a week until the end of November, then Monday-Friday in December until school goes on break. Teacher candidates arrive at the school site at least 30 minutes before the students arrive, and leave no sooner than 30 minutes after the students are dismissed. Teacher candidate's arrival and departure time may be adjusted to better meet the scheduling needs of their mentor teacher.

In case of an absence, teacher candidates let their MT know immediately. Absences for illness or family emergency are excused, unless it happens frequently enough that you are not at your school site on a consistent basis. If that is the case, candidates request a meeting with the coordinator, Myrirel von Aspen, to discuss their options. [During distance learning, the same attendance policy applies. Candidates let their mentor teacher know immediately if they are not able to participate with instruction.]

In case of absences for reasons *other* than illness or family emergency, candidates need to have a conversation with their mentor teacher and schedule make up time, possibly going in on their shorter UCI days.

## Attire

Attire for fieldwork is "academic professional". Candidates dress conservatively and wear closed toe shoes. Denim is appropriate ONLY if it is specifically approved by their mentor teacher.

**Distance Learning: expectations for professional attire are the same.**



## Use of technology at school site

Please follow the guidelines outlined in [the Video, Social Media and Communication Guidelines](#) you signed at the beginning of the program.

Candidates will communicate with their mentor teacher regarding the appropriate use of cell phones, laptops, and other devices while they are at the school placement. Some schools have strict guidelines regarding the use of cell phones during the school day while students are present, while other schools may encourage the use of cell phones in case of emergencies.

## Fieldwork & Student Teaching Progression during Fall Quarter 2021

(subject to change due to state safety guidelines)

	August-September	October	November	December
Student Teaching	Thursdays and Fridays / Full school days			Monday – Friday in December
Building Rapport	<ul style="list-style-type: none"> <li>Meet with MT</li> <li>Meet students</li> <li>Meet principal</li> <li>Meet other school staff</li> <li>Observe how MT learns about students</li> <li>Observe how MT interacts with parents</li> </ul>	<ul style="list-style-type: none"> <li>Maintain open communication w/MT</li> <li>Interact with every student, daily</li> <li>Offer classroom support to MT</li> <li>Get acquainted with the principal and other school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate and communicate with MT consistently.</li> <li>Know each student in the class: strengths + needs</li> <li>Maintain positive rapport with school staff and families</li> </ul>	<p>TPE 1.1 Candidate uses knowledge of students to plan learning experiences.</p> <ul style="list-style-type: none"> <li>Plan and teach 2 lessons each week</li> <li>Co-teach with mentor teacher</li> </ul>
Classroom Culture	<ul style="list-style-type: none"> <li>Observe MT's system for creating a positive classroom</li> <li>Observe MT's use of routines and procedures</li> <li>Observe MT's transitions between tasks</li> <li>Circulate while MT is teaching to support classroom management</li> </ul>	<ul style="list-style-type: none"> <li>Recognize positive student behavior</li> <li>Support a positive classroom environment</li> <li>Take over routines: e.g. walk students to recess/lab/P.E, pick students up from recess, lunch, etc.</li> <li>Class business: attendance, HW, calendar, notes, collect belongings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the classroom's system for supporting a positive classroom environment</li> <li>Utilize established routines and procedures.</li> </ul>	<p>TPE 2 Candidate fosters a caring community where each student is treated daily and respectfully by adults and peers.</p>
Working with students/ instruction	<ul style="list-style-type: none"> <li>Observe MT's instruction</li> <li>Look at student work with MT</li> <li>Assist MT by working with individual students</li> <li>Assist MT by administering individual assessments</li> <li>Circulate around the room while MT is teaching to support students</li> <li>Observe how your MT plans and designs lessons</li> <li>Inform MT of any UCI assignments that require working with students.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in planning with the MT</li> <li>Consistently work with a small group of students to provide academic support</li> <li>Address the whole class for routine tasks: picking up Chromebooks, transitions between tasks, clean up, etc.</li> <li>Collaborate with MT when reviewing/assessing student work</li> <li>Plan with MT to set up time to complete UCI assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Instruct and assess students individually, in small groups and the whole class.</li> <li>Complete UCI assignments that require planning and teaching lessons.</li> <li>Co-teaches with MT</li> <li>Teach whole class and/or small group lesson (lessons planned by, or in collaboration with MT)</li> </ul>	<p>TPE 3.3 and 5.1 Candidate plans and teaches at least 2 lessons/week and co-teaches with MT daily.</p>
Co-Teaching Strategies <a href="#">Visit this LINK for more information about Co-teaching.</a>	Supportive Co-teaching <a href="#">One teach/ one observe</a> <a href="#">One teach/ one support</a> <a href="#">One teach/ one assist</a>	Supportive Co-teaching Complementary Co-teaching <a href="#">Record and Edit Demonstrations</a>	Supportive Co-Teaching Complementary Co-teaching <a href="#">Parallel Teaching</a> <a href="#">Team Teaching</a>	TPE 4.4 and 6.3 <i>Candidate co-plans, co-teaches and co-assesses with mentor teacher and other school colleagues.</i> <a href="#">Parallel Teaching</a> <a href="#">Team Teaching</a>

Supervision	Each candidate is assigned a UCI supervisor during Fall quarter to monitor progress and keep Mentor Teacher informed of candidate expectations.	<ul style="list-style-type: none"> <li>Supervisor meet/greet with candidate and mentor teacher during the same visit as the first observation.</li> <li>2 observations in person.</li> </ul>	One video observation based on a UCI class assignment.	One In-person observation* scheduled in collaboration with the MT and candidate.
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	August-September	October	November	December
UCI Courses	<a href="#">Fall 2021 Course Schedule</a> Seminar, Reading Methods, Math Methods, Science Methods, PE/Health, ELA/ELD			Most UCI courses concluded by December to allow for 3 weeks of student teaching
Clinical Hours	120+ hours			90 hours
Literacy Task	Multiple subject candidates complete a CTC required performance assessment in literacy during the Fall quarter.  <a href="#">Visit this LINK for more information about the Literacy Task.</a>	Candidate asks MT to help identify a learning segment with a focus on an essential literacy strategy and related skills.  Candidate asks MT to help identify a formative assessment that the whole class completed as part of the learning segment.  Candidate completes a Learning Segment Overview that provides context for the formative assessment.	Candidate collects and makes copies of the whole class completed formative assessment.  Candidate analyzes the whole class results of the formative assessment.  Candidate identifies the three focus students and plans the re-engagement lesson.	Candidate teaches one lesson to at least the 3 focus students (can be a larger group or the whole class).  Candidate collects the re-engagement assessments from the lesson.  Candidate evaluates the effectiveness of the strategies used during the re-engagement lesson.  Candidate writes the Literacy Task commentary.

## MAT Program Overview: 14 Months

	Summer 1 Session 1	Summer 1 Session 2	Fall	Winter	Spring	Summer 2 Session 1
Dates	June 21-July 23	Aug 2-Sept 3	Sept 20-Dec 17**	Jan 3- March 18	March 28 – June 10	June 20-July 25
<b>Teaching and Learning in the Content Areas:</b> <i>Candidates develop effective teaching practices that support students' learning in specific disciplines.</i>	<b>Orientation, 6/18 9:00 am-12:30 pm</b>	364 Instructional Design and Ed. Tech 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)		
			362 ELA/ELD (4)			
			320 P.E./Health (4)			
			322A Math Methods (4)	322B Math Methods (4)		
<b>Learners and Learning:</b> <i>Candidates deepen their understanding about learners across various developmental stages and how to assess and respond to individual needs.</i>	374 Learning and Child Development (4)	202 Outcomes of Schooling -- Student Assessment (4)				
	241 Children's Sense Making (Science) (2)					
<b>Equity:</b> <i>Candidates deepen their understanding about the challenges students from traditionally underserved populations experience in school.</i>	230 The History and Culture of Schooling in the United States (4)	347 Culture, Diversity and Educational Equity (4)		348A Educational Equity and the Exceptional Learner (2)	348B Educational Equity and the Exceptional Learner (2)	ED 243 The Policy Environment of Teaching (2)
<b>Learning from Practice and Teacher Agency &amp; Leadership:</b> <i>Candidates becoming reflective and collaborative teacher leaders who can understand and solve problems of practice.</i>	<b>Capstone Conference 7/23</b>			246 Teaching Investigation: Identifying Dilemmas of Practice (4)	247 Teaching Investigation: Exploring the Dilemmas of Practice (4)	248 Understanding Teacher Agency (4) <b>CAPSTONE CONFERENCE</b>
<b>90 Quarter Units</b>	10	12	20	20	22	6
<b>UCI Class Schedule</b>	M/W 9:00 am-6:50 pm	M/W 9:00 am-6:50 pm	<a href="#">Fall 2021 Course Schedule</a>	Fridays 9:00-4:00 and 2-3 nights until 7:20	3 nights 4:30-7:20	2 days a week
<b>Fieldwork and Student Teaching Requirements</b>		<b>Fieldwork</b>	<b>Student Teaching</b>	<b>Student Teaching</b>		
		Begins on the first day of school and continues December. 2 days a week.	5 days a week the last 3 weeks before winter break.	4 days a week	5 days a week until last day of school	
<b>Clinical Hours</b>			90+	240+	300+	
<b>Assessments</b>	Pass CSET		RICA (\$171)	edTPA (\$300)	CPR Constitution	

## Multiple Subject Fall 2021 Schedule

### University of California, Irvine – Multiple Subject MAT Program – Fall Quarter 2021

- 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 to register for Cohort B.

#### Cohort A/C 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 Monday, September 20th	M	1:00-3:50	35	2009	von Aspen
ED 320	12763	4	Teaching Physical and Health Education in Elementary School Starts on September 22 <sup>nd</sup> .	W	9:00-11:50	35	2010	Johnston
ED 322A	12776	4	Curriculum and Methods for Elementary School Mathematics Starts Tuesday, September 21st	T	9:00-11:50	35	Remote	Henry
ED 323B	12785	2	Curriculum Methods in Elementary Science: meets five times during the quarter: Starts Monday, October 18 <sup>th</sup> [This class may meet at Davis Magnet School in Costa Mesa]	M	4:30-7:20	35	2009	Keller
ED 326	12795	4	Curriculum and Methods for Elementary School Reading: starts Wednesday, September 22 <sup>nd</sup>	W	1:00-3:50	35	2009	Chiaverini
ED 362	12910	4	Curriculum and Methods for Elementary Language Arts and English Language Development: starts Tuesday, September 21st	T	4:30-7:20	35	Remote	Toma-Berge
-	-	-	edTPA Seminars: September 28, October 5, November 2 (K-2)	T	1:00-2:30		Remote	
-	-	-	edTPA Seminars: September 28, October 5, November 2 (3-6)	T	2:30 – 4:00		Remote	
-	-	-	Meet with UCI Supervisor (brown bag lunch) Tuesday, 9/21 12-1 Zoom (TBA) OR Wednesday, 9/22 (in-person) from 12:00-1:00	W	12:00- 12:50		EDUC BLDG	

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

COURSE	CODE	UNITS	TITLE	DAY	TIME	MAX	ROOM	INSTRUCTOR
ED 301	12701	2	DIRECTED ELEMENTARY FIELD EXPERIENCE: Starts Wednesday, September 22 <sup>nd</sup>	W	1:00-3:50	35	2010	von Aspen
ED 320	12770	4	Teaching Physical and Health Education in Elementary School: Starts on September 20 <sup>th</sup>	M	9:00-11:50	35	2010	Johnston
ED 322A	12780	4	Curriculum and Methods for Elementary School Mathematics Starts on Tuesday, September 21 <sup>st</sup> .	T	4:30-7:20	35	Remote	Guarino
ED 323B	12786	2	Curriculum Methods in Elementary Science: meets five weeks during the quarter: Starts Wednesday, October 20 <sup>th</sup> [*This class may meet at Davis Magnet School in Costa Mesa]	W	4:30-7:20	35	2009	Keller
ED 326	12803	4	Curriculum and Methods for Elementary School Reading Starts Monday, September 27 <sup>th</sup>	M	1:00-3:50	35	2010	Guilfoyle
ED 362	12911	4	Curriculum and Methods for Elementary Language Arts and English Language Development starts Tuesday, September 21st	T	9:00-11:50	35	Remote	Toma-Berge
-	-	-	edTPA Seminars: September 28, October 5, November 2 (K-2)	T	1:00 – 2:30		Remote	
-	-	-	edTPA Seminars: September 28, October 5, November 2 (3-6)	T	2:30 – 4:00		Remote	
-	-	-	Meet with UCI Supervisor (brown bag lunch) Tuesday, 9/21 12-1 pm Zoom (TBA) OR Wednesday, 9/22 (in-person) from 12:00-1:00 pm.	W	12:00- 12:50		EDUC BLDG	

9/13/2021

1

## Contacting the Mentor Teacher

Directions for student teachers who have received placement information:

1. Send an email to your mentor teacher
  - a. Introduce yourself as a UCI student teacher
  - b. Explain that you are starting the program this summer
  - c. Provide some details about your experience working with kids
  - d. Provide your contact information
  - e. Wait for mentor to respond
  - f. If your mentor does not respond in 4-5 days, resend the original message
  - g. If your mentor does not respond after the 2nd message, he/she may be on summer break - so we wait until later in the summer
  - h. Some mentors may want to meet early via zoom or phone

Here is a [fact sheet](#) to share and discuss with your mentor

Student Teaching Schedule	
August - November	December
Thursdays and Fridays	Monday-Friday

### Substitute Teaching Permit

Most of our student teachers last year were asked to apply for a 30-day Substitute Teaching Permit. This allowed student teachers to receive a school/district email, which allowed them to use distance learning tools like Zoom, Google Meets and others. You are encouraged to apply with the Orange County Department of Education (OCDE) to apply for your 30-day Sub Permit, then apply through your school district to become a substitute teacher.

**Candidates are eligible to sub only for their mentor teacher**, and no more than 1 day a week, or twice a month in Fall. Note: OCDE only accepts livescan (fingerprints) done at their office. [substitute teaching hours do not count toward your required 600 hours of student teaching]

Candidates who do not live in Orange County may reach out to their local County Office of Education and inquire about their ability to sign up for a sub permit.

<https://sites.google.com/uci.edu/ucimat2021-22candidates/substitute-teaching-permit>

School districts may require teacher candidates to apply to be a sub. Usually this requires 3 letters of recommendation. UCI will provide candidates with 2 letters. Request a letter from your mentor teacher so you may apply to be a substitute.

## UCI Mentor Teacher

Each UCI candidate is assigned to work with a mentor teacher. A mentor teacher is an experienced classroom teacher employed by a public school district or public charter school, who is currently responsible for a classroom of students. Mentor teachers are nominated by their school or district administrator, or selected upon request by the UCI MAT program. Mentors receive a small stipend for their work with UCI candidates.

### UCI Mentor Teachers Qualifications

- 3 or more years of full-teaching experience
- exemplary teacher in their discipline
- expertise in developing and implementing Common Core aligned curriculum
- experience working collaboratively with other teachers
- skillful coach of pre-service teachers and/or beginning teachers
- evidence of positive impact on student learning
- **NEW** mentor teachers will be required to complete 10 hours of training provided by UCI ([online and embedded](#))
- Provides a “classroom” for the student teacher to practice and grow
- Offers guidance on planning learning activities and interaction with students
- Coaches student teachers with modeling, focused observation and feedback

Here is a video we created a few years ago that demonstrates the benefits of working with a UCI student teacher:  
[https://www.youtube.com/watch?v=Go4M\\_h1by-w&feature=youtu.be](https://www.youtube.com/watch?v=Go4M_h1by-w&feature=youtu.be)

## Mentor Teacher Website

Mentor teachers will receive information and updates from the program coordinator, Myuriel von Aspen, about program expectations, assignments and evaluations. These messages and other program information will be archived on the [website](#) maintained for mentor teachers.

## Mentor Teacher Professional Development Modules

The Commission on Teacher Credentialing requires that all new mentor teachers engage in 10 hours of professional development on effective mentoring. If you have been a mentor teacher for UCI recently, you are not required to complete these 10 hours. However, we encourage you to engage in modules you find useful for providing support to your student teacher. For all new UCI mentors, 4 of the required hours will be completed through attending a Fall orientation and collaborating with UCI supervisors during Fall visits. The remaining six hours will be completed through the modules on this website. The amount of time required to complete each module will depend on the way you and your student teacher engage with the suggested activities and resources.

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

## 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 and productive working relationship (see samples in MT folder).
- √ Work with your candidate on setting goals, discussing progress and revising goals over the placement.

### Planning

- √ Plan a schedule for the assumption of teaching responsibilities with the candidate. The goal is for the candidate to plan and teach (independently or in collaboration with the mentor) a minimum of 2 lessons each week and co-teach with the mentor teacher the rest of the lessons during the month of December.
- √ Plan for the assumption of Math instruction first, in preparation for completion of the edTPA.

### Support

- √ Assist the candidate in becoming familiar with the students, schedule, curriculum, routines for supporting a positive classroom culture, record--keeping system..
- √ 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 assessments.

## What is Co-teaching?

Co-teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space.

### Why Co-teaching?

Co-teaching establishes a model for student teaching that is responsive to the evolving relationships between school placements and teacher preparation programs.

- Mentor Teachers maintain their role as classroom leader
- Student performance improves
- Reduced student/teacher ratio better meets the teaching/learning needs in diverse classrooms
- Teacher Candidates gain more skills and confidence

### How is the Progression Scheduled?

Co-teaching moves beyond the traditional experience where teachers feel they must “give up” their classrooms to support the learning process for pre-service teachers. In the Co-teaching model, mentor teachers maintain their role as the classroom leader while working together with the teacher candidate, sharing the planning, organization, and delivery and assessment of instruction. Co-teaching allows the mentor teacher and teacher candidate to collaboratively plan and deliver instruction from day one of the experience.

- Lesson planning is completed as a team from the onset of the experience.
- Strategies are selected according to the requirements of the daily schedule and planned curriculum, student strengths and needs, and mentor teacher and teacher candidate preferences.
- Early in the experience, the mentor teacher typically takes the lead in co-planning and presenting instruction, while the teacher candidate assists and works with small groups of students.
- As the experience progresses, the teacher candidate assumes more responsibility for co-planning and teaching.
- Pairs of mentor teachers and teacher candidates are not expected to use co-teaching for every lesson but determine which strategies would be most useful for student learning on any given day.

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### Co-Teaching Videos

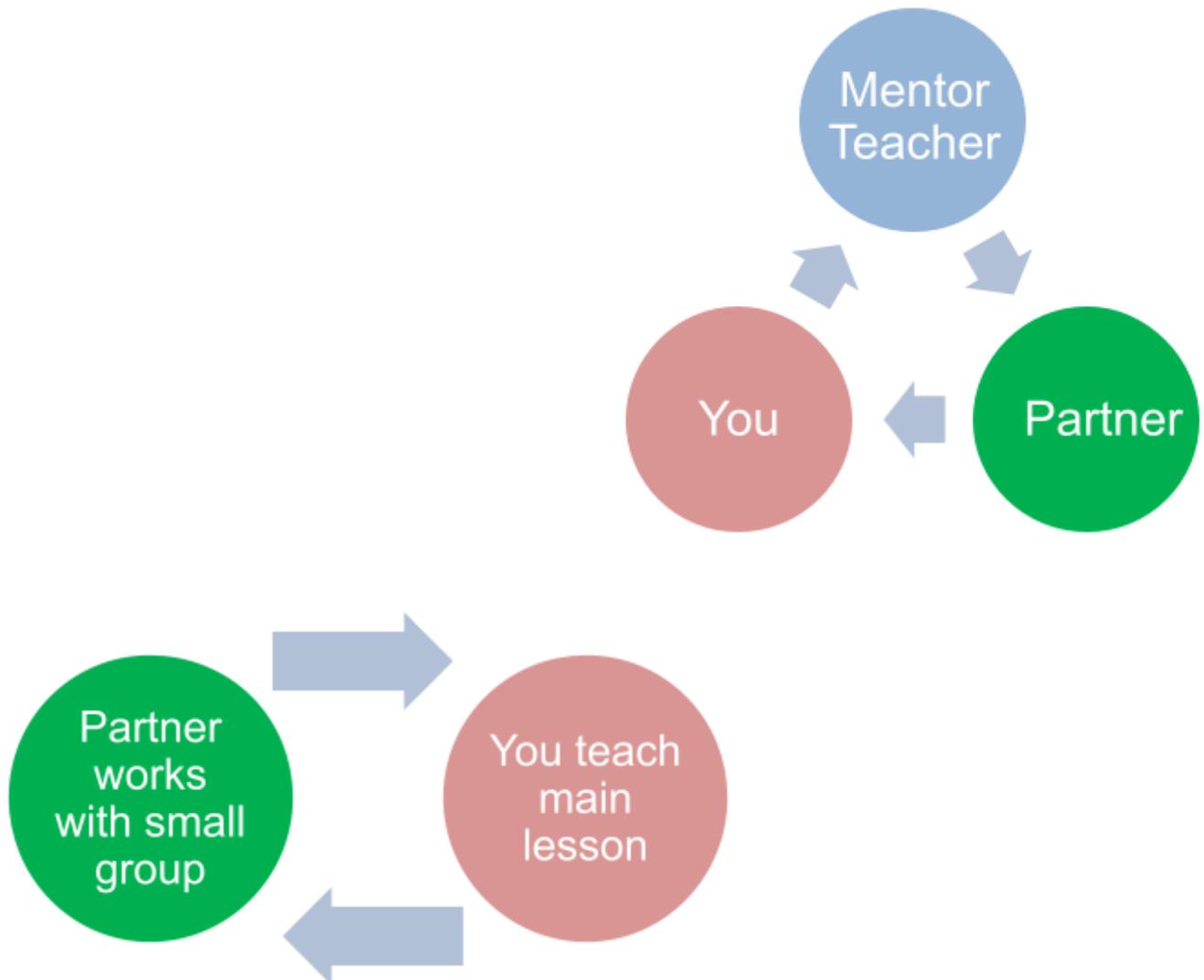
Supportive Co-Teaching	One teach, one observe	<a href="https://youtu.be/etqxJxS_rIA">https://youtu.be/etqxJxS_rIA</a>
Complementary Co-Teaching	One Teach, one support	<a href="https://youtu.be/PvLb-K-TYGk">https://youtu.be/PvLb-K-TYGk</a>
	One teach, one assist	<a href="https://youtu.be/AeUa_cdaC6w">https://youtu.be/AeUa_cdaC6w</a>
	Record & edit	<a href="https://video.salisbury.edu/mediaserver/View.aspx?i=16763">https://video.salisbury.edu/mediaserver/View.aspx?i=16763</a>
	Demonstrations	<a href="https://video.salisbury.edu/mediaserver/View.aspx?i=16746">https://video.salisbury.edu/mediaserver/View.aspx?i=16746</a>
Parallel Teaching	Two or more people work with different groups of students in different sections of the classroom	<a href="https://youtu.be/gLi4LiUopwY">https://youtu.be/gLi4LiUopwY</a> <a href="https://www.youtube.com/watch?v=G3vXhrY5Xi0">https://www.youtube.com/watch?v=G3vXhrY5Xi0</a>
Team Teaching	Both teachers teach the same lesson together	<a href="https://youtu.be/MVeFjRdSH3c">https://youtu.be/MVeFjRdSH3c</a>

## Paired Placement

A paired placement is when 2 UCI teacher candidates are in the same classroom with the same mentor teacher. The paired placement allows for greater collaboration between the two UCI candidates and the mentor teacher. Because they are collaborating, they are able to better meet the needs of students.

Both partners plan every lesson together with their Mentor Teacher

- Candidates and Mentor Teacher work together to analyze student work and progress
- As both partners take on greater responsibility
  - They include each other in all lesson plans
  - One takes the lead and the partner helps with differentiation
  - They co-teach some lessons
  - Both participate in teaching the lesson



## Mentoring Practices and Tools

From the UCI MT Modules: <https://sites.google.com/uci.edu/uci-mentors>\*

### The Art of Mentoring Consists of 6 Practices

<u><a href="#">Making your thinking explicit</a></u>	<u><a href="#">Analyzing student work together</a></u>
<p>Explain your reasoning behind decisions you make, or the ways you respond in professional situations.</p> <p>Discuss your decision making process for both planned and spontaneous decisions.</p> <p>Discuss alternative decisions and consequences.</p> <p>Share what guides your decision making process.</p>	<p>Analyzing student work together introduces your student teacher to formative assessment. Together you are able to uncover patterns in student learning and discuss how this data informs future planning.</p>
<u><a href="#">Co-planning with feedback</a></u>	<u><a href="#">Pre-briefing and debriefing</a></u>
<p>Allow your student teacher to participate in the planning process with you. Discuss your learning goals and how you backwards plan. This is a great way to talk about aligning assessments, time management, student engagement, etc.</p>	<p>Student teachers benefit from short conversations before and after teaching (or observing) a lesson. This applies to lessons taught by the mentor or the student teacher..</p>
<u><a href="#">Modeling the work of teaching</a></u>	<u><a href="#">Co-Teaching</a></u>
<p>What are some "invisible" instructional routines or practices you use to support student learning? How can you make these "invisible" practices "visible" for your student teacher?</p> <p>Explain how you (some examples)</p> <ul style="list-style-type: none"> <li>- monitor all students while answering one student's question</li> <li>- give shy students or ELL's time to rehearse when speaking in groups</li> <li>- give both oral and written reminders</li> </ul>	<p>Two teachers working together to support student learning. Co-teaching includes planning, teaching and assessment and may take on different forms.</p> <ul style="list-style-type: none"> <li>- One teach/one observe</li> <li>- One teach/one assist</li> <li>- Parallel Teaching: each teacher works with a small group</li> <li>- Team teaching: both actively engaged in instruction and management</li> </ul>

\*Each module counts for 1 hour of PD for new mentor teachers.

Adapted from the work at the University of Washington, College of Education  
(<http://mentorteachers.org/mentoring-practices-tools/>)

## UCI Supervisor

Each UCI candidate is assigned a UCI Supervisor. The supervisor is UCI faculty and an experienced educator. During Fall quarter, supervisors observe four times. One of the observations takes place early on for supervisors to meet with the mentor and candidate to review the program expectations and answer any questions.

- The main goal of Supervisors is to support the candidate's progress toward becoming a teacher.
- A Supervisor is UCI faculty who formally observes their assigned candidates a minimum of **4** times during Fall;
- After each observation the candidate conferences with the Supervisor and Mentor Teacher (if the mentor is available).
- Supervisors monitor the candidate's progress on the edTPA, Literacy Task, and Inquiry.
- Supervisors maintain communication with the candidate, Mentor Teacher, and the Coordinator (Myriuel von Aspen) about candidate progress.
- A complete UCI Lesson Plan must be sent to your Supervisor before each lesson observation.

## Fall Quarter Supervision

	October		November	December
	Fall #1	Fall #2	Fall #3	Fall #4
Mode	<b>In Person</b>	<b>In Person</b>	<b>Record and upload to Supervisor's GoReact</b>	<b>In Person</b>
Lesson Focus	Implement a math instructional routine	Teach small group of students (any content area)	Plan and teach a math Lesson	Plan and teach an ELA lesson
TPE Goals	-promote critical thinking (1.5) -promote communication strategies (4.7)	AND -use of formative assessment (5.2) -reflects on teaching practice (6.1)	AND -Aligned language objective  AND -All TPEs	AND -ALL TPEs
Meetings	Meet & Greet between student teacher, mentor teacher and supervisor to review Fall quarter observations will take place during the same visit.			Final Progress Conference with the student teacher and supervisor to discuss TPE growth using these data sources <ul style="list-style-type: none"> <li>- Mentor's final evaluation</li> <li>- Supervisor's TPE scores</li> <li>- Candidate's Action Plans</li> </ul>



<p>4: Planning Instruction and Designing Learning Experiences for All Students                  Uses instructional time effectively (4.4)                  Uses UDL strategies and modifications (4.4)                  Developmentally, linguistically and culturally appropriate learning activities (4.4)                  Plans opportunities for students to support each other in learning (4.4)                  Plans instruction to promote communication strategies and activity modes T-S and S-S(4.7)</p>												
<p>5: Assessing Student Learning                  Demonstrates knowledge of purposes and uses of different types of assessments (5.1)                  Formative assessments were used during the lesson; the teacher uses information gathered to make instructional decisions.                  Uses a closure activity to close the lesson.</p>												
<p>6: Developing as a Professional Educator                  Reflects on teaching practice to improve student learning (6.1)                  Recognizes values and biases and works to mitigate any negative impact on students (6.2)                  Exhibits positive dispositions of caring, support, acceptance and fairness to all students (6.2)</p>												
<p><b>Standards for MS Dual Immersion Candidates Only</b></p>												
<p>Candidate demonstrates knowledge of bilingual instructional strategies and assessment practices.</p>												
<p>Candidate demonstrates the ability to evaluate, select and use adopted materials.</p>												
<p>Candidate demonstrates ability to assess the suitability and appropriateness of instructional resources.</p>												
<p>Candidate demonstrates proficiency in spoken and written target language (Spanish or Mandarin)</p>												

**Observation Notes: Take notes during your post-observation conferences**

#	date	notes
1		
2		

3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

**UCI School of Education  
Teacher Credential Programs  
Directions for the Fall Candidate Progress Conference**

Near the end of your Fall quarter placement, after your 4th observation, meet with your Supervisor to discuss your progress and growth. Bring these 3 pieces of evidence to this meeting:

1. [TPE Rubric Log](#)
2. [Copy of the Mentor-Candidate Evaluation](#)
3. [Fall Candidate Progress Form](#)

The Candidate will review all evidence and reflect on areas of strength and areas for growth. In each box, identify one area of strength and growth, and include an example or set a goal.

At the conference, the Candidate will describe areas of strength and growth for each TPE and share the example or goal. The Supervisor may add additional information, which the Candidate will add to this document.

At the conclusion of the conference, the Candidate will submit this document to the Supervisor's Google Classroom, for the Supervisor's final comment.

<b>Candidate</b>	
<b>Supervisor</b>	
<b>Date of Conference</b>	
<b>Placement Info (grade, mentor, school, district)</b>	
<b>Program (MS or SS)</b>	

	Area of Strength	Area for Growth
<b>1: Engaging and Supporting All Students in Learning</b> <ul style="list-style-type: none"> <li>● Apply knowledge of students to engage them in learning (1.1)</li> <li>● Connects to student interests (1.3)</li> <li>● Promotes critical thinking (1.5)</li> <li>● Uses ELD, SDAIE strategies (1.6)</li> <li>● Monitors and adjusts instruction (1.8)</li> </ul>		
<b>2: Creating and Maintaining Effective Environments for Student Learning</b> <ul style="list-style-type: none"> <li>● Promotes inclusive environment (2.3)</li> </ul>		

<ul style="list-style-type: none"> <li>● Maintains high expectations (2.5)</li> <li>● Communicates clear expectations for behavior (2.6)</li> </ul>		
<p><b>3: Understanding and Organizing Subject Matter for Student Learning</b></p> <ul style="list-style-type: none"> <li>● Demonstrates knowledge of subject matter and standards (3.1)</li> <li>● Demonstrates knowledge of students to organize curriculum (3.2)</li> <li>● Plans, designs, implements and monitors instruction (3.3)</li> <li>● Uses/adapts resources to facilitate equitable access to curriculum (3.6)</li> </ul>		
<p><b>4: Planning Instruction and Designing Learning Experiences for All Students</b></p> <ul style="list-style-type: none"> <li>● Uses instructional time effectively (4.4)</li> <li>● Uses UDL strategies and modifications (4.4)</li> <li>● Developmentally, linguistically and culturally appropriate learning activities (4.4)</li> <li>● Plans opportunities for students to support each other in learning (4.4)</li> <li>● Plans instruction to promote communication strategies and activity modes T-S and S-S(4.7)</li> </ul>		
<p><b>5: Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li>● Demonstrates knowledge of purposes and uses of different types of assessments (5.1)</li> <li>● Formative assessments were used during the lesson; teacher uses information gathered to make instructional decisions.</li> <li>● Uses a closure activity to close the lesson.</li> </ul>		
<p><b>6: Developing as a Professional Educator</b></p> <ul style="list-style-type: none"> <li>● Reflects on teaching practice to improve student learning (6.1)</li> <li>● Recognizes values and biases and works to mitigate any negative impact on students (6.2)</li> <li>● Exhibits positive dispositions of caring, support, acceptance and fairness to all students (6.2)</li> </ul>		

Standards for MS Dual Immersion Candidates Only	Area of Strength	Area for Growth
Candidate demonstrates knowledge of bilingual instructional strategies and assessment practices.		
Candidate demonstrates the ability to evaluate, select and use adopted materials.		
Candidate demonstrates ability to assess the suitability and appropriateness of instructional resources.		
Candidate demonstrates proficiency in spoken and written target language (Spanish or Mandarin)		

## Teacher Performance Expectations (TPEs)

### Commission on Teacher Credentialing

The [California Teaching Performance Expectations](#) are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments.

#### **TPE 1: Engaging and Supporting All Students in Learning**

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for 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, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

#### **TPE 2: Creating and Maintaining Effective Environments for Student Learning**

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain 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 and families.

### **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.<sup>1</sup>
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - appropriate use of instructional technology, including assistive technology;
  - applying principles of UDL and MTSS;
  - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - appropriate modifications for students with disabilities in the general education classroom;
  - opportunities for students to support each other in learning; and
  - use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

### **TPE 5: Assessing Student Learning**

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

### **TPE 6: Developing as a Professional Educator**

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

## Clinical Practice Hours

The CTC requires 600 hours of clinical practice from every credential candidate. Please use this log sheet to track your hours. You will submit this log to Google Classroom at the end of Fall quarter 2021.

Student teachers may log all the hours that they are at the school, including meetings and preparation time, as long as they are working directly with their mentor teacher. However, lunch and snack breaks do not count towards their required hours.

### Log of Hours

[LOG OF HOURS 2021-2022](#)

Week	Total Hours*	
Aug 9-13		* Student teachers may log all the hours that they are at the school, including meetings and preparation time, as long as they are working directly with their mentor teacher. However, lunch and snack breaks do not count towards their required hours.
Aug 16-20		
Aug 23-27		
Aug 30-Sep 3		
Sept 7-10		
Sept 13-17		
Sept 20-24		
Sept 27 - Oct 1		
Oct 4-8		
Oct 11-15		
Oct 18-22		
Oct 25-29		
Nov 1-5		
Nov 8-12		
Nov 15-19		
Nov 22-24		
Nov 29-Dec 3		
Dec 6-10		
Dec 13-17		
FallTotal	0	

## 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.

- 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 and only for one day at a time. Substituting assignments that extend beyond one day must be approved by the site administrator and program coordinator.
- 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.
- Substitute teaching will not count as hours toward pre-student teaching fieldwork that occurs prior to the beginning of the student teaching assignments.

**\*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 the 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.*

**Distance Learning: some districts require student teachers to have a substitute teaching permit to access district learning platforms.**

### Overview of edTPA Literacy Task for Mentor Teachers

As you know all California student teacher candidates must successfully complete a Teaching Performance Assessment encompassing two content areas (Mathematics and Literacy) before being credentialed. Candidates will complete the edTPA Elementary Mathematics with Literacy Task 4 portfolio during their student teaching placements this year. They will complete the Literacy Task 4 in Fall Quarter and the Elementary Mathematics Tasks 1-3 in Winter Quarter. The complete edTPA portfolio will be submitted at the end of Winter Quarter. Assessing candidates ability to teach in the other content areas are embedded into the methods courses throughout the Multiple Subject Student Teaching program. Please review the following information about the Literacy Task 4 so that you can support your candidate through this process.

**Overview: The Literacy Task involves 3 related learning tasks that the candidate will complete:**

Mid to Late October	Early to Mid-November	Mid-November to Early December
<ul style="list-style-type: none"> <li>● Candidate completes the Context for Learning based on the fieldwork setting.</li> <li>● Candidate asks Mentor Teacher to help identify a learning segment with a focus on an essential literacy strategy*.</li> <li>● Candidate asks Mentor Teacher to help identify a formative assessment that the whole class will complete as part of the learning segment</li> <li>● Candidate completes a Learning Segment Overview that provides context for the formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate collects and makes copies of the whole class completed formative assessment.</li> <li>● Candidate analyzes the whole class results of the formative assessment.</li> <li>● Candidate identifies the three focus students and plans the additional learning opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate teaches one lesson to at least the 3 focus students (can be a larger group or the whole class).</li> <li>● Candidate collects the re-engagement assessments from the lesson.</li> <li>● Candidate evaluates the effectiveness of their re-engagement lesson.</li> <li>● Candidate writes the Literacy Task commentary.</li> </ul>

- a. Analyze a formative assessment related to an essential literacy strategy\* and related skills for comprehending or composing text for the whole class. This formative assessment should be part of a learning segment (3-5 lessons focusing on the same essential literacy strategy). The learning segment may be taught by either or both the Mentor Teacher or candidate. If each of your reading/writing groups has a different focus on an essential literacy strategy, the candidate may work with a group of at least 6 students as the “whole class.”
- b. Based on analysis of the whole class assessment, identify three focus students’ who may need more opportunities to clarify, practice, or develop the essential literacy strategy and related skills. Plan and teach a lesson targeted to this need.
- c. Evaluate the effectiveness of the re-engagement lesson (targeted lesson) based on evidence of student thinking and/or learning from new work samples from the three focus students.

Some examples of essential literacy strategies and related skills are:

<b>Comprehending Text</b>	
<ul style="list-style-type: none"> <li>● Make Inferences</li> </ul>	<ul style="list-style-type: none"> <li>● Use prior knowledge and background experiences</li> <li>● Use textual and/or picture clues</li> <li>● Use details in the text</li> </ul>
<ul style="list-style-type: none"> <li>● Use evidence from text to support an opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Identify details from a text</li> <li>● Use knowledge and experience to form an opinion</li> <li>● Use specific text examples to relate to the opinion</li> </ul>
<ul style="list-style-type: none"> <li>● Retell a story (sequence the events of the plot)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the major events and details</li> <li>● Sequence the events in the proper order</li> </ul>
<b>Composing Text</b>	
<ul style="list-style-type: none"> <li>● Writing a narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Writing an introduction to hook the reader and establish the situation for the narrative</li> <li>● Using dialogue</li> <li>● Strong word choice (description)</li> <li>● Use of transitional words to sequence events</li> </ul>
<ul style="list-style-type: none"> <li>● Revising a draft</li> </ul>	<ul style="list-style-type: none"> <li>● Adding clarity where needed to respond to readers' comments</li> <li>● Understanding the audience</li> <li>● Features of genre/text type</li> <li>● Language conventions (spelling, grammar, punctuation)</li> </ul>

If you have any questions or concerns, please contact:

Myriiel von Aspen  
 Multiple Subject Coordinator  
[vonaspen@uci.edu](mailto:vonaspen@uci.edu)

Susan Toma-Berge  
 edTPA Coordinator  
[tomas@uci.edu](mailto:tomas@uci.edu)

## edTPA Program Support

The Commission on Teacher Credentialing requires that all candidates complete a performance assessment before being recommended for a credential. The UCI School of Education requires that candidates pass the [edTPA](#). UCI teacher preparation programs provide support and advice throughout Fall and winter quarters to prepare candidates to submit the edTPA at the end of March. The edTPA must be paid for by the candidate.

### Preparation and Support:

- Instructors are aware of the expectations and tasks of the edTPA and provide relevant guidance related to subject area methodology related to planning, instruction, and assessment.
- The edTPA coordinator will hold six seminars across Fall and winter quarters to outline the expectations of the edTPA, provide multiple workshops with support and work time, and answer questions and provide guidance for the edTPA.
- Supervisors and mentor teachers are made aware of the timeline and expectations of the edTPA and of the types of support they can provide.

### Retake Policy

- All candidates are given the opportunity to take all or part of the edTPA two times
- Candidates who need to retake the edTPA meet with the edTPA coordinator to review their results and set up a new timeline for resubmission.
- Candidates who require a third opportunity to take the assessment must go through an appeals process outlined here:
  - Meet with the Program and edTPA Coordinator to review the appeals process.
  - Write a letter to be viewed by the edTPA Advisory Committee substantiating their reason(s) for requesting a third attempt. This letter serves to do one or more of the following:
    - Explain performance on the previous edTPA portfolio
    - Explain competencies in other areas that demonstrate successful teaching ability
    - Explain and document any extenuating circumstances that contributed to the failed edTPA portfolio (i.e., family emergency, illness, placement constraints).
    - Propose a timeline of completion if appeal is approved and there is an opportunity to plan a new learning segment or the candidate has access to student work that will allow completion of an individual task.
    - Acknowledge that the candidate is responsible for any additional fees that are required to submit a complete edTPA or individual edTPA task.
  - If the appeals process is successful and is related to an individual task for the edTPA, the candidate may resubmit the task during the current academic year.

## First Days of School Assignments

UCI Student Teachers will have several assignments to be completed while working with their mentor teacher and students in the classroom. UCI Student teachers must provide information about these assignments to their mentor teacher with enough time for advanced planning and preparation. The assignments for the first days at their school placement include:

- Fieldwork Journal – observe and take notes on what is happening in the classroom and record individual growth
- Fall classroom schedule - record the weekly schedule of the classroom
- Norms for Fieldwork Observation and Participation
- Mentor Teacher Information Form

This is the link to the [assignments](#) and they are also described below. All these assignments are to be submitted to ED 301 Google Classroom by midnight September 19<sup>th</sup>.

### Fieldwork Journal

**First Day(s) of School** – Observe and take notes on the following elements: [Some of you may not have been 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 (student seating arrangement, teacher table, technology, bulletin boards, textbooks, materials, daily agenda, standards/objectives, posters, etc.)
- Classroom norms and/or school rules and expectations; how does the MT create and maintain a positive classroom environment?
- Routines such as morning work, transitions, student collaboration, accessing tools/materials, dismissal
- Teacher's affect (vocal tone, smiling, friendly, strict, humorous, etc.)
- Teacher building rapport w/ students, ice breakers

Additional journal prompts will be given out during Fall quarter.

### Fall Classroom Schedule

Provide a sample weekly schedule.

Sample:

Zoom	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Whole group Morning business Team building				
8:30-10:00	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
10:00-10:20	Break	Break	Break	Break	Break
10:20-11:30	Math	Math	Math	Math	Math
11:30-12:30	Science	Social Science	Lunch (11:30 - 12:10)	Social Science	Science
12:30-1:10	Lunch	Lunch	Music	Lunch	Lunch
1:00-1:30	P.E.	Library	Early out	P.E.	Tech

## Norms for Fieldwork Observation and Participation

### Fall 2021

*Candidates: Please submit a copy of your Norms to **Google Classroom** by midnight September 19<sup>th</sup>.*

Norms are a shared set of expectations that will be a useful tool throughout the quarter

Mentor teachers and student teachers are to create a set of norms, collaboratively, during the first week of student teaching. 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).

- ⇒ Attend fieldwork every \_\_\_\_\_
- ⇒ Arrive at \_\_\_\_\_ and leave at \_\_\_\_\_
- ⇒ Communication protocol (in person, phone/email...)
- ⇒ Strategies/ideas for getting to the know the students quickly
- ⇒ Follow Mentor Teacher's lead in classroom management (List strategies)
- ⇒ Communication 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)
- ⇒ If candidate would like to come an additional day or complete extra hours let MT know in advance in person, by phone or email \_\_\_\_\_
- ⇒ Substitute teaching? Events to attend? Emergency Procedures?
- ⇒ Professional attire

## Sample Norms from Previous Years

- Arrive to school at 8:00 am and allow 20 minutes after school for debriefing, planning, and preparing for the next day.
- Get to know the students quickly by interacting with as many kids as possible every day, circulate the room, ask them about their thinking as they are working, ask them their interests/hobbies.
- Communicate with the Mentor Teacher via text if late or absent.
- Attend parent conferences, IEP Team Meetings/SST Meetings, assessments, etc if schedule allows.
- Attend as many meetings or professional learning opportunities as possible because it is very beneficial to see how the teachers interact with each other within a school.
- 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.
- Be proactive and take the initiative. Don't just stand there, get involved!
- Don't be afraid to ask questions, don't make up answers or make assumptions.
- Do not tell students how to solve problems; support them in making sense of the problems, so they can figure out solutions.
- Avoid using your cell phone during classroom instruction.
- Complete assignments, activities and provide MT with enough time to prepare for an assignment or lesson.
- Communicate, communicate, communicate!
- Classroom attire: slacks, dark jeans, blouses, dress shirts, tunic tops, shoulders covered; dresses and skirts knee length, dress pants; no tennis shoes or flip flops

UCI Multiple Subject MAT Program

**MENTOR TEACHER INFORMATION FORM**

Please complete this information and return on the first class meeting.

Date: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Program: Multiple Subject - General  Multiple Subject - Dual Immersion

School \_\_\_\_\_ District \_\_\_\_\_

School Principal \_\_\_\_\_ School Phone Number \_\_\_\_\_

MT (First and Last Name) \_\_\_\_\_ Grade \_\_\_\_\_

MT Work E-Mail \_\_\_\_\_ Room# \_\_\_\_\_

Preferred way to contact MT (email, text, phone) \_\_\_\_\_

MT Years as a classroom teacher \_\_\_\_\_

Prior supervisory experience ( Mentor teacher? # of student teachers? BTSA/Induction Support Provider?)

\_\_\_\_\_  
\_\_\_\_\_

*(Note: We have no expectation for prior experience, but we need this information so we can provide the appropriate amount of support to mentor teachers. NEW mentor teachers are required to complete 10 hours of training.)*

Credentials and authorizations held:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please give your MT this form, and input the information into the Google form in **Google Classroom** by midnight, Sept 19th.

## Video Permission Forms

The UCI MAT program values the use of video as a tool for self-reflection, lesson analysis and growth. In order to capture your students on video, a signed permission form from their parents is required. Please work with your mentor teacher to distribute and collect the signed permission forms as soon as possible.

Since these forms are written with legal and academic language, here are some tips to help make the process as smooth as possible for parents:

- Fill in your name and your mentor teacher's name (Cooperating Teacher)
- Attach a friendly cover letter explaining the reason for this form, and how you will use the video
- Ask for your MT's support for ideas on how to increase your return rate e.g. mention this form at back to school night
- Send home new copies to families who may have lost the original form

You will have some parents who object and will not grant permission. We must respect their wishes and not include their child in the video but the student must be able to participate in the lesson being filmed. Please speak with your instructor for specific guidance on how to capture your teaching on video without including this student. Here are some general suggestions:

- Aim the camera at an angle so that this child is not visible on camera (you may have to have this child move to a different seat to accomplish this)
- Do not use this child's name if they wish to ask/answer a question.
- Ask to work with a small group of students who have permission to participate on video
- Aim the camera so that you are the only person who is visible on camera

Distance Learning: Please communicate with your mentor teacher about the best way to distribute and collect signed forms. Please confirm if your school district collects permission from parents for video use.

# 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: \_\_\_\_\_

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 reproduce lesson materials  
(Name of School) (Cooperating Teacher’s Name)

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: \_\_\_\_\_

## University of California, Irvine

### Formulario de autorización para grabar en video durante instrucción

Estimados padres o guardianes,

Para obtener una credencial de maestría en la Universidad de California, Irvine, un requisito del programa es grabar en video unas partes de mi enseñanza en 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 propósito de este video es analizar el impacto de mis enseñanzas sobre el aprendizaje de los estudiantes. Utilizaré los videos exclusivamente para mis estudios en la universidad. Es posible que también sean usados por otros educadores como parte de mi evaluación de ser maestra.

Por favor, utiliza el formulario al final de esta carta para indicar si está de acuerdo con la apariencia de su hijo/a en el video. **Su decisión no afectará las notas o puesto académico de su hijo/a y no proveemos ningún riesgo para su hijo/a si participa.**

Nombre del candidato/a en letra de molde: \_\_\_\_\_

Nombre del maestro/a cooperativo/a en letra de molde: \_\_\_\_\_

### Autorización

Si doy permiso para grabar a mi hijo/a.

No doy permiso para grabar a mi hijo/a.

Nombre de mi hijo/a: \_\_\_\_\_

Escuela: \_\_\_\_\_

Nombre del maestro/a: \_\_\_\_\_

Nombre del maestro/a estudiante \_\_\_\_\_

Firma del padre/guardián: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Trường Đại Học California, Irvine**  
Đơn Cho Phép Thâu Phim Trong Lớp Học

(Đơn này sẽ được điền bởi phụ huynh/người giám hộ của những em dưới 18 tuổi, hoặc bởi những em trên 18 tuổi tham gia trong cuộc nghiên cứu)

**Kính thưa Phụ Huynh/ Người Giám Hộ,**

Để nhận được bằng sư phạm tại trường UCI, tôi cần phải thâu vài đoạn phim ghi lại những quá trình tôi dạy con em của quý vị trong lớp học với sự cộng tác của giáo viên đứng lớp. Mục đích thâu phim là để giúp tôi biết hiệu quả của mình khi dạy các em. Vì vậy tôi xin quý vị cho phép tôi được thâu lại hình ảnh của các em. Những đoạn phim này sẽ được dùng trong lớp học tại trường đại học UCI. Kết quả của cuộc nghiên cứu sẽ được dùng để viết báo cáo cho giáo sư và trình bày trong lớp và sẽ không được phổ biến ngoài lớp. Tên học sinh và trường sẽ được giữ kín.

Xin điền đơn dưới đây để cho tôi biết quý vị cho phép hay không cho phép hình ảnh của con quý vị được thâu lại. Quyết định của quý vị sẽ không ảnh hưởng đến điểm của các em trong lớp.

Tên Cô Giáo Thực Tập: \_\_\_\_\_

Tên Giáo Viên Đứng Lớp: \_\_\_\_\_

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**Đơn Xin Phép**

Tên Học Sinh: \_\_\_\_\_

Tôi là phụ huynh/người giám hộ của em có tên trên đây. Tôi đã đọc hiểu lá thư xin phép thâu phim của con tôi và đây là quyết định của tôi:

*(Xin chọn một trong hai ô dưới đây.)*

- Tôi CHO** phép con tôi được thu hình trong lớp học tại trường \_\_\_\_\_ dưới sự giám sát  
(Tên Trường)  
của \_\_\_\_\_ và những bài làm của con tôi khi đang tham gia trong giờ học được phổ biến. Tên  
(Tên Giáo Viên Đứng Lớp)  
của con tôi sẽ được giữ kín.
- Tôi KHÔNG CHO** phép hình ảnh của con tôi được thâu lại và bài làm của con tôi trong giờ học được phổ biến.

Chữ ký phụ huynh/người giám hộ: \_\_\_\_\_ Ngày: \_\_\_\_\_

### Contact Information

For additional information about the UCI Multiple Subject Credential + MAT program, please contact Myrielle von Aspen.

[vonaspen@uci.edu](mailto:vonaspen@uci.edu)

(949) 824-4172

### Campus Resources

UCI Disability Services Center: <https://dsc.uci.edu/>

UCI DREAM (DACA) Center: <https://inclusion.uci.edu/2019/04/08/dream-project-fellowship/>

LGBT Resource Center: <http://lgbtrc.uci.edu/>

Veteran Services Center: <https://veteran.uci.edu/>

Student Wellness & Health Promotion: <https://studentwellness.uci.edu/>

Counseling Center: <https://counseling.uci.edu/>

UCI Food Pantry: <http://basicneeds.uci.edu/get-resources/food-pantry.php>

Student Health Center: <https://shc.uci.edu/>

Office of Information Technology (OIT): <https://www.oit.uci.edu/>

Public Safety: <https://www.police.uci.edu/>

Campus Assault Resources & Education: <https://care.uci.edu/>

Learning and Academic Resource Center: <http://www.larc.uci.edu/>

Center for Excellence in Writing & Communication: <http://www.writingcenter.uci.edu/>

Graduate Division: <https://www.grad.uci.edu/>

UCI Home Page: <https://uci.edu/>

UCI Registrar's Office: <https://www.reg.uci.edu/>