

2022-2023

# Single Subject Student Teaching Handbook



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



## **Vision Statement for UCI Teacher Preparation Programs**

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

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

**3200 Education**

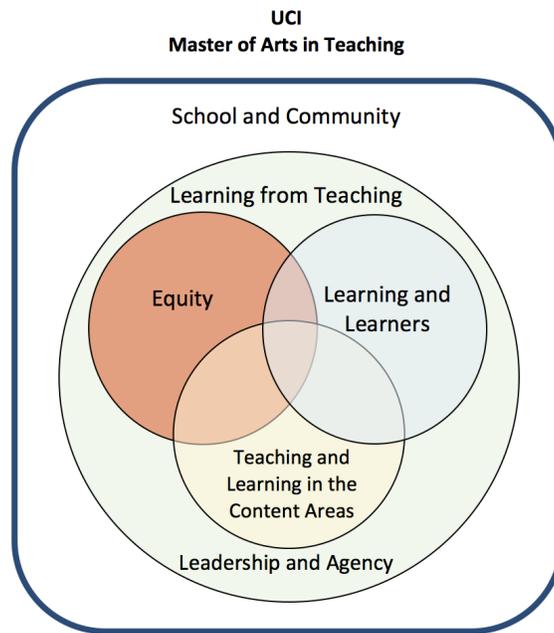
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## Single Subject Student Teaching Handbook UCI MAT + Credential Program

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## **FIVE CORE COMMITMENTS**

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

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

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

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

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

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

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

## CALENDAR FOR 14-MONTH PROGRAM

Single Subject Calendar						
Term	Summer 1: Session 1	Summer 1: Session 2	Fall Quarter	Winter Quarter	Spring Quarter	Summer 2: Session 1
Time Frame	5 weeks: Late June – Late July	5 weeks: Early August – Early September	10 weeks: Late September – Mid-December	10 weeks: Early January – March	10 weeks: Early April – Mid-June	5 weeks: Late June – Late July
Courses and Units	3 courses (10 units)	4 courses (10 units)	5 courses (18 units)	4 courses (18 units)	4 courses (20 units)	2 courses (8 units)
Fieldwork Requirements	Observations of alternative secondary educational contexts	Begin fieldwork at school site on first day of school (min. 10 hrs. per week)	Continue fieldwork at school site (min. 10 hrs. per week) *Full-time co-teach in Dec.	Begin student teaching (5 full days per week)	Continue student teaching until last day of school (5 full days per week)	None

\*Fieldwork requirements may be adjusted for distance learning.

### DESCRIPTION OF FIELDWORK AND STUDENT TEACHING

Our expectation is that UCI candidates will remain at the same school site with the same mentor teacher for the entire academic year. Candidates are required to complete a minimum of 600 hours of full-time clinical experience over the program. The fall semester (UCI's fall quarter) is designed for a gradual increase of involvement and responsibility. This table gives an overview (the ASE is explained on [page 4](#)):

Time, Hours, Requirements	Fall Quarter: August (first day of school) - Early December	Late Fall Quarter: Before Winter Break	Winter Quarter: January - March	Spring Quarter: April - End of School Year
Time Frame	12 weeks, 2 days per week	2 weeks, 5 days per week	10 weeks, 5 days per week	10 weeks, 5 days per week
Hours	Minimum 10 hrs. per week	35 hrs. per week	35 hrs. per week	35 hrs. per week
CTC Breakdown	<b>90 hour minimum; part-time</b>	<b>600 hour minimum; full-time</b>		
Fieldwork Requirements	Candidates gradually increase involvement through co-teaching, co-planning, and co-assessing.	Candidates attend placement every day for the full day and participate in full-time teaching; they <b>gradually take a lead role in teaching 2 class periods of the same prep/subject.</b>	Candidates attend placement every day for a full day. <b>They teach 2 class periods of the same prep/subject every day</b> (taking on lead role) and they participate in an *ASE.	Candidates continue to attend placement every day for the full day. <b>They continue teaching 2 class periods of the same prep/subject every day</b> (taking on lead role) and they participate in an *ASE.

\*NOTE: Santa Ana STEM Residents complete a minimum of 15-20 hours per week for the fall quarter, equating to 3 days a week (August - Early December).

UCI uses the **co-teaching model**. Through co-teaching, the mentor teacher and student teacher collaboratively plan and deliver instruction from the beginning. This allows the student teacher to focus on specific strategies and skills, rather than being required to pull it all together at once, at the expense of student learning. This collaborative approach enhances the learning opportunities for students, combines the knowledge and strengths of both teachers, and increases both teachers' skills. A gradual shift in responsibility from the mentor teacher to the

student teacher assures that the candidate is able to demonstrate increased competency over time. UCI will offer support to mentor teachers in implementing this process.

**The following reflects the fieldwork and student teaching schedule:**

**Fieldwork Experience: First day of Fall Semester – Winter break (equivalent to UCI’s fall quarter)**

Beginning with the first week of school at their placement, UCI candidates are required to attend fieldwork a minimum of ten hours per week.

**Purpose:** The fieldwork experience is an opportunity for the candidate to acquaint themselves with the school context, observe and think about teaching and learning as it unfolds in practice, acquire skills and knowledge they will need as teachers, and gradually increase teaching responsibilities.

**Mentor stipend:** There is a **\$100.00 stipend** paid to mentor teachers for the **fall semester** placement.

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

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

**\*During the week(s) that UCI is off for Winter Break, candidates are at their school site full-time (every day) for two weeks to help prepare them for the Spring semester of student teaching.**

**Student Teaching: Spring Semester (equivalent to UCI’s Winter and Spring quarter combined)**

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

**Requirements:** During this student teaching experience, candidates will complete a Teaching Performance Assessment (edTPA), which involves planning, teaching, and reflecting upon a 3-5 day learning segment.

**Mentor stipend:** There is a **\$300.00 stipend paid** to mentor teachers for the **spring semester** placement.

*\*In addition to teaching two periods, candidates are responsible for securing an *Academic Support Experience* in which they work with small groups of struggling students, students with IEPs or 504s, and English Learners.*

**Qualified Mentor Teachers are practitioners who have...**

- **3 or more years of full-time teaching experience (does not have to be at the same school site)**
- 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 or mentored adults
- Demonstrated a positive impact on student learning
- Been identified by administrators as an effective teacher
- **A Mentor Teacher Website is provided for mentor teachers (sent at beginning of school year)**

**Mentor Teachers are required to attend two orientations about mentoring – one in the Fall and one in the Winter. New mentor teachers are required by the California Commission on Teacher Credentialing to complete 10 hours of training. UCI provides online modules that count for training hours.**

## FALL FIELDWORK/STUDENT TEACHING TIMES

### Fall - Fieldwork

- Candidates will be at their school site two days a week for a **minimum** of ten hours a week, roughly 150 hours for the Fall Quarter. This may be the first time a candidate has been in the classroom in this role. Some candidates have worked as substitutes or tutors.
- During the months of **August and September**, candidates should be learning the names of the students, becoming familiar with the school and the staff, observing and noticing interactions in the classroom, and getting familiar with routines in the classroom – such as taking roll, helping with technology, and monitoring student work. They are still enrolled in UCI Summer Session 2 classes in August.
- During early Fall Quarter, the candidates will continue at the school site while taking 18 units of coursework at UCI. They will still be attending their placement a minimum of 2 days a week for a minimum of 10 hours. These two days may be different from August to September because of a change in their course schedule at UCI. During this time, they will begin a gradual increase in instructional practices as they prepare for their student teaching at the end of Fall Quarter. These responsibilities may include one-on-one tutoring, small group work, teaching parts of a lesson, and gradually increasing teaching.
- During late Fall Quarter, candidates will transition to student teaching by student teaching in their placement everyday (these are the last two weeks before the school's Winter Break).

## ROLE OF STUDENT TEACHER DURING FALL

### Candidate Responsibilities

- During the Fall Quarter, the candidate is responsible for getting to know the students, the mentor and the school culture while gradually taking on instructional tasks
- Give prior notification for unavoidable absences and provide lesson plans
- Be available to conference with Mentor Teacher
- Complete the school site check-off list for ED 302
- Keep up to date with observations and student teaching responsibilities (i.e., grading)
- Videotape a lesson in November
- Student teach for two weeks just before the school's winter break

### Teaching Practices (Costa, Garmston, & Zimmerman, 2014)

1. The capacity for **efficacy**. Knowing that I have the capacity to make a difference through my work, and being willing to take the responsibility to do so.
2. The capacity for **flexibility**. Knowing that I have and can develop options to consider about my work, and being willing to acknowledge and demonstrate respect and empathy for diverse perspectives.
3. The capacity for **consciousness**. Knowing what and how I'm thinking about my work in this moment, and being willing to be aware of my actions and their effects.
4. The capacity for **craftsmanship**. Knowing that I can continually perfect my craft, and being willing to work toward excellence and pursue ongoing learning.
5. The capacity for **interdependence**. Knowing that we will benefit from our participation in, contribution to and receipt of professional relationships, and being willing to create and change relationships to benefit our work.

## **ROLE OF MENTOR TEACHER DURING FALL (FIELDWORK)**

### **Meetings**

- ✓ A large part of mentoring during fieldwork is “making thinking visible”. The Mentor Teacher and candidate should meet at least once a week to discuss instructional decisions/strategies, lesson planning, and grading.

### **Providing Student Support**

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

### **Evaluation and Communication**

- Mentor Teachers complete an evaluation of the candidate at the end of the Fall Quarter based on teacher dispositions and professionalism.
- Mentor Teachers should communicate with the UCI Supervisor and the Single Subject Program coordinator if they have any questions or concerns.

### **Formal Planning & Scheduling**

- ✓ During the Fall Quarter, plan a schedule for which periods the candidate will support and eventually student teach during spring semester. Review teaching responsibilities with the candidate, meet with the candidate to map out the curriculum for the upcoming quarter, and discuss and approve a classroom management plan.

## **ROLE OF SUPERVISOR DURING FALL**

A UCI Single Subject Supervisor will be assigned to a group of candidates for the Fall, Winter, and Spring Quarters. The primary responsibility of the Supervisor is to evaluate and support the candidates. This includes providing support for the implementation and submission of the edTPA. Supervisors are also responsible for communicating program expectations. During site visits and observations, Supervisors will address any concerns and/or question a Mentor Teachers may have about the candidate’s progress. Supervisors communicate with the Single Subject Program Coordinator on all student teaching related issues.

**Supervisors will meet and greet the Mentor Teacher in September**, answer questions, and check in with the Mentor Teacher and school administrator. The Supervisor will seek and provide feedback on how the candidate is performing in early fieldwork. **By the end of the Fall Quarter, the Supervisor will have completed 4 observations of the candidate (in-person and/or online).** The purpose of these observations is to support the candidate in developing rapport and competence with small groups and presenting a lesson segment or full lesson.

### **Fall Observations (4 total)**

- 4 In-person Observations OR
- 2 Video Observations and 2 In-person Observations OR
- 4 Observations using various options ([see Appendix B](#))

## ROLE OF STUDENT TEACHER DURING WINTER/SPRING

### Winter/Spring – Student Teaching

- Student teachers are at their school site five days a week for the entire school day.
- **The ideal time for student teachers to take over as the lead teacher is at the beginning of spring semester (winter quarter for UCI).** This time will fluctuate depending on the context of different schools, mentors, student teachers, and distance learning. The goal is to make sure student teachers are comfortable in front of the class by the time they start their edTPA, which is in February.
- Student teachers are responsible for teaching and planning for two classes of the same prep. In the co-teaching model, the mentor is still involved as a support teacher and planner. In addition to these two classes, the student teacher will act as a support teacher for an additional class, academic support experience that has several students who are non-native speakers or students with special needs.
- During the remaining time, the student teacher is to plan, grade papers, meet with their mentors, and conduct structured observations of other teachers.

### Student Teacher Responsibilities

- At the beginning of the quarter, student teachers are responsible for teaching two classes of the same preparation (differs for art and world lang.) and participating in an academic support experience
- Be present at school site for a minimum of 5 hours during winter quarter, and all day, every day during winter and spring quarter (**arrive at least 20 minutes before the first bell**)
- **Submit lesson plans to Mentor Teacher a minimum of two days prior to teaching a lesson** (Mentor Teachers may ask to see lessons earlier than this)
- Maintain a Lesson Planner (can be digital)
- Give prior notification for unavoidable absences and provide lesson plans if you are absent
- Be available to conference and communicate with Mentor Teacher

### Student Teaching Expectations

During the Winter and Spring Quarters, student teachers must:

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

***Student Teacher Class Schedule:*** *The class schedule for student teachers will vary. During Fall Quarter, they have five classes that meet 3-4 days a week. During Winter Quarter, they have 4 classes each week that meet from 4:30 pm – 7:20 pm. During Spring Quarter, they have 4 classes each week that meet from 4:30 pm - 7:20 pm.*

### Lesson Plan Expectations

In the Fall (late Fall), Winter, and Spring Quarter, it is program policy that student teachers have lesson plans written and available in time for Mentors and Supervisors to review so that revisions can be completed before the lesson is taught. There is a UCI Planning Template that student teachers are expected to use for Supervisor visits (12 visits - 4 each quarter). Student teachers and supervisors will collaborate on feedback for lesson plans and observations. See Appendix A for the lesson planner.

## ROLE OF MENTOR TEACHER DURING WINTER/SPRING

### Providing Student Teacher Support

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

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

### Completing a Student Teacher Evaluation

The student teachers are formally evaluated by their Mentor Teacher three times during the year (once each quarter). In addition, at the end of Spring Quarter, student teachers complete an Individual Development Plan (IDP) in collaboration with their Mentor Teacher and Supervisor. The evaluation process is meant to be collaborative and reflect the student teacher's growing competency in the domains of the [Teaching Performance Expectations](#) (TPEs).

## ROLE OF SUPERVISOR DURING WINTER/SPRING

**The Supervisor will observe each candidate a total of 8 times during the winter/spring quarters (4 observations in winter and 4 observations in spring).** The observations may include a combination of video and in-person. **Supervisors will complete a total of 12 observations (4 in fall, 4 in winter, 4 in spring).** In advance of visits, Supervisors will inform candidates and Mentor Teachers when they are planning to visit and/or observe.

### **Visiting Guidelines for Supervisors**

Before the visit, communicate with the student teacher to:

- Determine date and time of observation
- Discuss a particular area of focus for the visit
- Communicate the expectation that a **lesson plan must be sent 1-2 days prior to the visit**

### **During the visit, Supervisors will:**

- Meet and greet the Mentor Teacher and establish professional communication
- Observe the lesson taught by the student teacher
- Debrief with the student teacher (and mentor if available) after the observation
- Respond and complete TPE observation report online (qualtrics) - see TPE Log in Appendix C
- Contact Coordinator if candidate seems to be struggling and for other concerns ASAP

<b>Winter Observations (4 total) and Spring Observations (4 total)</b>
<ul style="list-style-type: none"> <li>● 4 In-person Observations and 4 Video Observations (total of 8) OR</li> <li>● 8 In-person Observations OR</li> <li>● 8 Various Observations (<a href="#">see Appendix B</a>)</li> </ul>

## UCI MENTOR TEACHER EVALUATION OF CANDIDATE: SAMPLE FORM

At the end of each quarter (fall, winter, spring), the mentor teacher will evaluate their UCI student teacher based on their understanding and mastery of the Teacher Performance Expectations. Mentor Teachers may use this sample form to conference with their student teacher about their progress. The program coordinator will email the actual evaluation link to mentor teachers as a Qualtrics survey.

Rubric	1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
<i>Please see the criteria for each TPE for specific wording.</i>	Candidate does <b>not</b> demonstrate awareness of this skill and/or makes attempts toward self-reflection and/or improvement.	Candidate <b>inconsistently</b> attempts to demonstrate awareness of this skill and/or make attempts toward self-reflection and/or improvement.	Candidate <b>consistently</b> attempts to demonstrate awareness and/or mastery of this skill and makes attempts toward self-reflection and improvement.	Candidate always demonstrates mastery of this skill

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

- Access to the curriculum (TPE 1.3, 1.4) (TPE 3.4)
- Knowledge of students (TPE 1.1, 1.6, 1.8)
- 

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

- Learning Environment (TPE 2.1,2.2,2.3)
- Classroom Behavior (TPE 2.6)
- Supporting Students (TPE 2.4, 2.5)

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

- Organizing the curriculum (TPE 3.1, 3.2)
- Consultation and Collaboration (TPE 3.4 + TPE 4.6 (2nd part of TPE 3.4 is in TPE 1)

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

- Planning Instruction (TPE 4.1, 4.6)
- Interdisciplinary instruction (TPE 4.3)
- Maximize Instructional Time (TPE 4.4)
- Communication Strategies (TPE 4.7)
- Promoting Student Success (TPE 4.5)
- Technology (TPE 4.8)

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

- Assessing Student Learning (TPE 5.1, 5.2)
- Student Self-assessment (TPE 5.3)
- Interpreting Assessment Data (TPE 5.6, 5.7, 5.8)

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

- Reflective Practice and Professional Growth (TPE 6.1, 6.3)
- Communication with colleagues and parents (TPE 6.3, 6.4, 6.5)
- Ethical Conduct (TPE 6.2)

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

Access to the curriculum (TPE 1.3, 1.4) (TPE 3.4)

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

Knowledge of students (TPE 1.1, 1.6, 1.8)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not demonstrate knowledge of students in order to engage and support their learning.	Candidate demonstrates limited knowledge of students in order to engage and support their learning.	...AND applies knowledge of students' funds of knowledge, socioeconomic backgrounds and language proficiency to engage them in learning.	....AND uses knowledge of students, including language ability and identified disability, to monitor student learning and adjust instruction while teaching.

**TPE 1 Evidence/Comments:**

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

### Learning Environment (TPE 2.1, 2.2, 2.3)

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

### Classroom Behavior (TPE 2.6)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate makes little to no attempt to maintain positive classroom behavior.	Candidate is working toward maintaining positive classroom behavior.	Candidate establishes clear expectations for positive classroom behavior by communicating classroom routines, procedures, and norms to students.	...AND <i>consistently</i> maintains clear expectations for positive classroom behavior and interactions.

### Supporting Students (TPE 2.4, 2.5)

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

### TPE 2 Evidence/Comments:

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

Organizing the curriculum (TPE 3.1, 3.2)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not demonstrate sufficient knowledge of subject matter, including the California State Standards and state-adopted curriculum frameworks.	Candidate demonstrates sufficient knowledge of subject matter, including the California State Standards and state-adopted curriculum frameworks.	AND uses knowledge about students, subject-specific pedagogy, and learning goals to organize the curriculum to facilitate student understanding of subject matter.	... AND makes accommodations and/or modifications as needed to promote student empowerment in mastery of the curriculum.

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

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

**TPE 3 Evidence/Comments:**

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

### Planning Instruction (TPE 4.1, 4.6)

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

### Interdisciplinary instruction (TPE 4.3)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not design and implement instruction and assessment as applicable to the subject area of instruction.	Candidate attempts to design and implement instruction and assessment as applicable to the subject area of instruction.	Candidate attempts to design and implement instruction and assessment as applicable to the subject area of instruction and the intentional development of literacy skills and/or other disciplines.	Candidate effectively designs and implements instruction and assessment as applicable to the subject area of instruction and the development of literacy skills <i>and</i> other disciplines.

### Maximize Instructional Time (TPE 4.4)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not make effective use of instructional time to maximize learning opportunities.	Candidate attempts to plan design and implement instruction to make use of instructional time.	Candidate plans, designs, implements and <i>attempts</i> to <i>monitor</i> instruction, in order to make effective use of instructional time.	Candidate <i>consistently</i> plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning opportunities for all students.

## Communication Strategies (TPE 4.7)

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

## Promoting Student Success (TPE 4.5)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not provide opportunities for all students to advocate for strategies that meet their individual learning needs.	Candidate provides limited opportunities for all students to advocate for strategies that meet their individual learning needs.	Candidate provides opportunities for all students to understand and advocate for strategies that meet their individual learning needs.	Candidate provides opportunities for students to understand <i>and</i> advocate for strategies that meet their identified individual learning needs (e.g., as prescribed by their IEP and 504 plans).

## Technology (TPE 4.8)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not use digital tools and learning technologies to develop technology-rich lessons to engage student in learning.	Candidate makes <i>limited</i> use of digital tools and learning technologies to develop curriculum and provide personalized and integrated technology-rich lessons to engage students in learning.	Candidate <i>appropriately and intentionally</i> uses digital tools and learning technologies to develop curriculum and provide personalized and integrated technology-rich lessons to engage students in learning.	... AND promotes digital literacy, and offers <i>all</i> students multiple means to demonstrate their learning.

## TPE 4 Evidence/Comments:

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## TPE 5: Assessing Student Learning

### Assessing Student Learning (TPE 5.1, 5.2)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not demonstrate understanding of the purposes and appropriate uses of different types of assessments (e.g., formative, summative, progress monitoring, performance).	Candidate demonstrates some understanding of the purposes and appropriate uses of different types of assessments.	Candidate demonstrates understanding of the purposes and appropriate uses of different types of assessments and designs and administers assessments to document student learning.	... AND uses assessment data from multiple measures to plan and modify instruction and document student learning over time.

### Student Self-assessment (TPE 5.3)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not demonstrate an ability to involve students in self-assessment and reflection.	Candidate demonstrates <i>limited</i> ability to involve students in self-assessment and reflection.	Candidate demonstrates ability to involve students in self-assessment and reflection and occasionally provides students with opportunities to revise their work.	Candidate consistently involves all students in self-assessment and reflection on their learning goals and progress and provides students with opportunities to revise their work.

### Interpreting Assessment Data (TPE 5.6, 5.7, 5.8)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not demonstrate ability to interpret assessment results.	Candidate attempts to interpret assessment results from formative and summative assessments.	Candidate uses assessment data to establish learning goals and plan, differentiate and make accommodations for all students (including English Learners and students with special needs).	... AND works with mentor/Specialist to distinguish between students whose first language is English, English learners or students with language processing or other disabilities.

### TPE 5 Evidence/Comments:

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## TPE 6: Developing as a Professional Educator

Reflective Practice and Professional Growth (TPE 6.1, 6.3)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
The candidate does not assume responsibility for ongoing reflective practice and professional learning.	The candidate fulfills requirements of the credential program but makes limited efforts to reflect on practice and seek out professional learning opportunities.	The candidate engages in reflective practice and seeks out relevant professional learning opportunities tied to learner needs	... AND collaborates with colleagues to design and implement professional learning for self and others.

Communication with colleagues and parents (TPE 6.3, 6.4, 6.5)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
Candidate does not demonstrate professionalism when communicating with students, colleagues and families regarding learning and assessment.	Candidate attempts to demonstrate professionalism when communicating with students, colleagues and families regarding learning and assessment.	Candidate demonstrates professionalism when communicating with students, colleagues and families regarding learning and assessment.	... AND in consultation with the mentor and other school personnel demonstrates professionalism when communicating with families regarding student learning, assessment (TPE 5.4), and policies regarding the privacy, health, and safety of students and families.

Ethical Conduct (TPE 6.2)

1= Unsatisfactory	2= Emerging	3= Satisfactory	4= Accomplished
The candidate demonstrates unethical behavior.	The candidate struggles to consistently act with integrity and model ethical conduct.	In most instances, the candidate conducts themselves with integrity and models ethical conduct	The candidate <i>consistently</i> conducts themselves with integrity and models ethical conduct

**TPE 6 Evidence/Comments:**

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## ROLE OF SINGLE SUBJECT PROGRAM COORDINATOR

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

## ATTENDANCE AT SCHOOL PLACEMENT

Your requirement for fieldwork during fall quarter is to attend 2 days a week from the first day of school through December (3 days a week for residents), and all day every day for two weeks in December (the two weeks leading up to your school's winter break). **Arrive at the school site at least 20 minutes before the students arrive, and leave no sooner than 10 minutes after the students are dismissed.** Your arrival and departure time may be adjusted to better meet the scheduling needs of your mentor teacher.

If you are absent, let your mentor teacher know immediately by sending an email or text message. 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 this is the case, please request a meeting with the Coordinator to discuss your options. If you are absent for reasons *other* than illness or family emergency, please have a conversation with your mentor teacher and plan accordingly. **Candidates may be asked to sign a contract if absences, tardies, and unprofessional behavior impedes progress.**

## ATTIRE

Attire for fieldwork is "academic professional" at all times. Dress conservatively and wear closed-toe shoes. Polo shirts are acceptable as well. Denim is appropriate ONLY if it is specifically approved by your mentor teacher.



## USE OF TECHNOLOGY AT YOUR PLACEMENT

Please speak to your mentor teacher about the appropriate use of cell phones, laptops, and other devices while you are at your school placement. Some schools have a strict policy of no cell phone use during the school day while students are present, while other schools may encourage you to keep your phone on you in case of an emergency. You will have many UCI assignments that require you to observe your mentor teacher and the students. Please ask your mentor teacher about your use of a laptop (or other device) for these observations. **Please DO NOT work on UCI classroom assignments during instructional time at your placement.** You may work on UCI assignments during nutrition/snack time, break, lunch, before school, and after school.

## OVERVIEW OF SINGLE SUBJECT COURSES

### Summer 1: Session 1

- The Adolescent Learner
- Learning Inside and Outside of Schools
- The History and Culture of Schooling in the United States

### Summer 1: Session 2

- Media and Information Literacy
- Outcomes of Schooling – Student Assessment
- The Policy Environment of Teaching
- The Exceptional Learner and Educational Equity

### Fall Quarter

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

#### **AND one of the following methodology courses during Fall:**

Methods of Teaching Languages Other Than English in the Secondary School

Methods of Teaching Social Science in the Secondary School

Methods of Teaching English in the Secondary School

Methods of Teaching Visual and Performing Arts in the Secondary School

Methods of Teaching Mathematics in the Secondary School

Methods of Teaching Science in the Secondary School

### Winter Quarter

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

### Spring Quarter

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

### Summer 2: Session I

- Design of Learning Environments
- Understanding Teacher Agency

## SINGLE SUBJECT SUBSTITUTE TEACHING POLICY

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

- Single subject candidates may substitute teach during **fall quarter** as long as it does not conflict with UCI coursework, fieldwork, or other program requirements.
- During **winter and spring quarters**, candidates may substitute teach for the whole day **only** for their standard Mentor Teacher. Additionally, if a period needs to be covered that does not conflict with classroom/UCI responsibilities, candidates may cover that period.
- **Substitute appointments lasting longer than 2-3 days must be approved by the coordinator.**
- During winter and spring quarters, candidates must consult with and get approval from their Mentor Teacher and ASE teacher if they are going to miss class due to a substituting commitment.
- Requests for candidates to substitute must come from Mentor Teachers and/or a school site administrator.
- Candidates may only substitute for their Mentor Teacher if they are in good standing in all course work and in their student teaching assignment.
- Certain school districts have policies that *do not allow* student teachers or fieldwork observers to substitute teach at any time.
- Long-term substitute appointments for student teachers are generally not permitted, but occasionally a candidate who is in good standing in the program and proficient in his/her student teaching may be approved for such an appointment at the end of spring quarter. Candidates and their MT should consult with the Single Subject Coordinator if you have questions about a long-term substitute appointment.

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

## OBTAINING YOUR 30-DAY EMERGENCY SUBSTITUTE PERMIT

In order to substitute teach at your school site, you will need to obtain a 30-day Substitute Teaching Permit. The easiest and fastest way to do this is to make an appointment with the Orange County Department of Education.

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

**Phone:** 714-966-4306

**Address:**

Orange County Department of Education  
200 Kalmus Drive  
Costa Mesa, CA 92626

**What to Bring:**

- Transcripts verifying completion of undergraduate degree
- Proof that you have passed the CBEST
- Bring cash or check (no credit cards) with your certificate of clearance

## CO-TEACHING

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

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

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

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

Student Teaching Progression – Single Subject Program

Month	Co-Teaching Model and Strategies	Skills for Student Teachers to Focus On	Suggested Tasks for Student Teachers
<b>1<sup>st</sup> week of school</b> During Fall, STs are required to have a minimum of 10 hours per week, and be at the school site 2 days per week. The last 2 weeks of Fall, STs are at the site all day everyday.	Student Teacher (ST) and Mentor Teacher (MT)	<b>Building Trust – With Mentor/Students</b> Building Protocol <ul style="list-style-type: none"> <li>• Time for planning</li> <li>• Instruction</li> <li>• Student Behavior</li> <li>• Community</li> <li>• Communication</li> <li>• Evaluation</li> <li>• Logistics</li> </ul>	<ul style="list-style-type: none"> <li>• Review norms, protocols, and the SS handbook</li> <li>• Ask your mentor to provide data on students</li> <li>• Begin attending department and faculty meetings</li> <li>• Tour the campus and begin to accomplish Fieldwork Checklist form</li> <li>• Study the list of your students’ names and familiarize yourself with the names</li> <li>• Make contact with families via email, phone class, and/or social media</li> </ul>
	<b>Confer, Observe, Debrief</b>  Use strategies from the Supportive Model of Co-Teaching	<b>Learning to Notice</b> <ul style="list-style-type: none"> <li>• Student interactions and engagement</li> <li>• Student/teacher interaction</li> <li>• Procedures in classroom</li> <li>• Classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>• Take roll</li> <li>• Observe student participation and engagement</li> <li>• Learn names</li> <li>• Identify differences in approaches to learning</li> <li>• Small conversations</li> </ul>
	<b>Confer, Practice, Reflect</b>  Use strategies from the Supportive and Complementary Models of Co-Teaching	<b>Working with Individuals and Small Groups</b> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Paper passing/collecting</li> <li>• Paying attention to students’ needs</li> <li>• Taking attendance</li> </ul> Redirecting Behavior Answering questions/Asking questions of students Giving directions Checking for understanding	<ul style="list-style-type: none"> <li>• Work with individuals and small groups</li> <li>• Ask questions that elicit thinking</li> <li>• Listen to types of thinking and misconceptions</li> <li>• Lead a discussion</li> <li>• Learn to call on different students to participate</li> <li>• Explain an activity/assignment, give directions</li> <li>• Observe other teachers within the department</li> </ul>
	<b>Confer, Practice, Reflect</b>  Use strategies from the Supportive, Complimentary, and Parallel Models of Co-Teaching  <b>*ST starts to take a lead role in last 2 wks of Dec.</b>	<b>Lesson Preparation</b> <ul style="list-style-type: none"> <li>• Write the objective/task</li> <li>• Ask questions – whole class</li> <li>• Talk moves</li> <li>• Think time</li> <li>• Grouping</li> <li>• Formative assessment</li> <li>• Sequencing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a one day integrated lesson within the unit, focusing on a rigorous cognitive task</li> <li>• Develop different types of formative assessments</li> <li>• Focus on routines and building classroom culture:                             <ul style="list-style-type: none"> <li>+Transitions and positive praise</li> <li>+Managing materials and student jobs</li> <li>+Managing/assisting small groups</li> <li>+Non-verbal cues</li> <li>+Responding to minor disruptions</li> </ul> </li> </ul>
	For the last 2 weeks in Dec., STs are at site everyday.		

File: ED 302/Brown Bag

Student Teaching Progression – Single Subject Program

Month	Co-Teaching Model/Strategies	Skills for Student Teachers to Focus On	Suggested Tasks for Student Teachers
Winter/Spring STs are at school site every day, all day.  	<b>Co-Plan, Co-Teach, Co-Assess</b>  <b>All Models –</b> Balance between MT and ST in lead role	Unit Plan Classroom Management Plan Academic Language Specific skills required for TE	<ul style="list-style-type: none"> <li>• 12 Supervisor visits</li> <li>• Short planner for each day of teaching</li> <li>• Observations and support in Academic Support Experience (ASE)</li> </ul>
<b>February</b>	ST becomes lead, MT uses Supportive, Complementary, and Parallel Models of Co-Teaching	<b>Differentiation –</b> EL Population & Special Ed Population  Specific skills required for TE	
<b>March</b>		<b>edTPA</b> <b>Plan – Task 1</b> <b>Instruct – Task 2</b> <b>Assess – Task 3</b>	
<b>April</b>		Using Mid-term reflection, set goals to work on for the remaining months.	
<b>May</b>	ST is lead teacher majority of the time		
<b>June</b>		Mentor, Supervisor, ST joint evaluation on TPEs for Individual Development Plan (IDP).	

## CO-TEACHING MODELS

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

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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>

## OVERVIEW OF edTPA PERFORMANCE ASSESSMENT

**As required by SB2042, all credential candidates in California must complete a Teaching Performance Assessment (TPA).** UCI’s credential candidates complete the edTPA, used nationally, during winter quarter. The edTPA was developed at the Stanford Center for Assessment, Learning, and Equity. For the edTPA, single subject credential candidates are required to plan and teach a learning segment in a specific content area.

A learning segment consists of 3-5 lessons that connect to develop content understandings around a central focus (specific topic). Candidates are required to video record themselves teaching their planned learning segment and collect and analyze student assessments. Candidates submit their completed portfolio for scoring as part of a national pool at the end of March.

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

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

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

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

**Additional preparation and support:**

- All instructors are aware of the expectations and tasks of the edTPA and provide relevant guidance related to planning, implementation, assessment and reflection
- The edTPA Coordinator will hold several seminars in fall and winter quarters to outline the expectations of the edTPA and answer questions about the assessment
- The edTPA Coordinator holds regular office hours to provide ongoing advice and support
- Supervisors and Mentor Teachers are made aware of the timeline and expectations of the edTPA and of the types of support they can provide
- Through fall and winter quarters (October through March), UCI’s MAT program will provide detailed information to the candidates
- Candidates will receive support in the form of monthly sessions to unpack the handbook and rubrics, weekly “brown bag” sessions for questions, and ongoing instruction from their content-specific methods instructors

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

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

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

\*Student teachers must check with mentor teachers to identify specific **video requirements** for the content area and for the school site.

\*Student teachers must share what the **subject specific pedagogy** is with the mentor teacher.

\*For UCI Credential Program participants only. Please do not distribute. Adapted from edTPA Handbooks ©2014 Board of Trustees of the Leland Stanford Junior University.

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



## Acceptable Forms of Support for Candidates within the edTPA Process

### Acceptable types of support for candidates within the edTPA process:

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

### Retake policy:

- **All candidates are given the opportunity to take all or part of the edTPA two times if necessary**
- 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 a 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.

## SANTA ANA RESIDENCY GRANT FOR MATH & SCIENCE CANDIDATES

**GRANT INFORMATION:** The Santa Ana Unified School District (SAUSD) Residency Program is funded by a grant awarded by the California Commission on Teacher Credentialing. SAUSD and UCI collaborated to design a residency program that would increase the support provided to both mentor teachers and student teachers. This residency program provides a potential pathway to employment within the SAUSD.

**SELECTION CRITERIA:** A total of ten candidates (5 math and 5 science) will be selected for this grant opportunity. Interested candidates must commit to working in a high-need Title I school with diverse learners. Candidates must pass all of their CSETs prior to completing an application. Applications will be reviewed by the Single Subject Coordinator and MAT Director.

**TUITION REIMBURSEMENT:** Residents will submit a request for reimbursement to SAUSD twice (December 10<sup>th</sup> and June 10<sup>th</sup>) — total reimbursement for three quarters (fall, winter and spring) will be approximately \$8,500. Residents will receive two checks - approximately \$4,300. each. The request for reimbursement will include a progress letter from the coordinator in December and a letter of good standing in June.

**EMPLOYMENT WITH SAUSD:** Residents will be given priority over other candidates when applying for jobs in SAUSD. The district will interview residents before posting positions.

### **DISTRICT EXPECTATIONS FOR RESIDENTS:**

- Commit to co-teaching 15-20 hours per week in the fall semester for 3 days per week. For spring semester, residents will teach 5 days per week at 35 hours per week. This is necessary to meet the expectation that residents participate in all of the duties of a regular teacher for 50% of the school year.
- Sign and adhere to “Expectations Agreement for Residence Participants”.
- Participate in a MAT cluster – meet with fellow MAT candidates, mentors, supervisors and district coaches at the school site throughout the year.
- Take advantage of opportunities for professional development.

### **RESIDENCY LOCATION (for most residents):**

- *[Valley High School](#) - Santa Ana Unified School District*  
1801 South Greenville Street  
Santa Ana, CA 92704  
Phone: 714.241.6410  
Fax: 714.241.6599

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

### California Teaching Performance Expectations



### Commission on Teacher Credentialing

(TPEs) Adopted  
June 2016

**TPE 1.** Engaging and Supporting All Students in Learning

**TPE 2.** Creating and Maintaining Effective Environments for Student Learning

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

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

**TPE 5.** Assessing Student Learning

**TPE 6.** Developing as a Professional Educator

**[\\*Access the TPE document here](#)**

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95811  
(888) 921-2682 (toll free)

# UCI School of Education

## Teacher Credential Programs

### Directions for the Individual Development Plan



Student teaching is a vital experience for pre-service teachers and we recognize that growth and development does not stop there. All teachers continue with their own professional growth and development throughout their entire career. It is important for new teachers to seek support and guidance as they enter the profession. This document aims to serve as a small step in obtaining that support and may be shared with the candidate's clear/induction program. The **Individual Development Plan (IDP)** is meant to highlight the candidate's areas of strengths and areas for growth that are aligned with the CTC Teacher Performance Expectations (TPE). Below are some steps to take in order to complete this document.

- Candidate will complete the IDP and email it to the Supervisor and Mentor Teacher.
- **Supervisor** and mentor teacher will read the IDP and approve what the candidate wrote.
- **Supervisor** and mentor teacher will email additional comments to the candidate if necessary.
- Candidate will upload the final copy to Google Classroom for the ED 307 course (taught by the coordinator).

\*(for Candidates) **Document Name:** IDP\_Candidate last name \_first name \_Program Year  
**Example:** IDP\_Warren\_Acacia\_YEAR SS

\*Coordinator will save the IDP on the UCI server under: Credential – IDP – (YEAR SS)

**UCI School of Education  
Teacher Credential Programs  
Individual Development Plan**

Candidate:	Date emailed to Supervisor and Mentor:
Mentor:	Placement (school and district):
Supervisor:	
Program:	

TPEs	Areas of Strength	Areas for Growth
<b>TPE 1:</b> Engaging and Supporting All Students in Learning *Goal:		
<b>TPE 2:</b> Creating and Maintaining Effective Environments for Student Learning *Goal:		
<b>TPE 3:</b> Understanding and Organizing Subject Matter for Student Learning *Goal:		
<b>TPE 4:</b> Planning Instruction and Designing Learning Experiences for All Students *Goal:		
<b>TPE 5:</b> Assessing Student Learning *Goal:		
<b>TPE 6:</b> Developing as a Professional Educator *Goal:		
<b>Supervisor Comments:</b>  <b>Mentor Teacher Comments:</b>		

## Appendix A - Lesson Planning Tool (Short Form)

Name:

Date:

**Lesson Objective (one sentence lesson plan):** Students will **thinking verb/content** by **the task** to **transfer goal/universal concept/habits of mind**.

**Standards/Framework Addressed:**

**Assessment(s) (formative [always necessary], summative, self-assessments):**

**Differentiation/Universal Design for Learning (UDL) Strategies (list one from each category):**

**Give an example of how you are incorporating some aspect of your **multilingual students' languages, communities, or families** into the lesson:**

Lesson Sequence	Teacher Actions	Student Actions
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>· Connect to previous learning</li> <li>· Create inquiry</li> <li>· Set expectations and goals</li> <li>· Student grouping</li> <li>· Scaffolding for diverse learners</li> <li>· Evidence of student learning</li> <li>· Monitor/feedback</li> </ul>		
<p><b>Body</b></p> <ul style="list-style-type: none"> <li>· Access new information</li> <li>· Process new information</li> <li>· Student grouping</li> <li>· Scaffolding for diverse learners</li> <li>· Evidence of student learning</li> <li>· Monitor/feedback</li> <li>· Includes cognitive demand</li> </ul>		
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>· Revisit learning target</li> <li>· Connect today's concepts/knowledge/skills to the big idea(s) of the unit</li> <li>· Students reflect on their learning and establish goals</li> <li>· Student grouping</li> </ul>		

## Appendix B - Supervisor Observations of Candidates

### MAT Supervisor Candidate Formative Evaluation

**Observation** (Please highlight or circle)

Fall 1	Fall 2	Fall 3	Fall 4	Winter 5	Winter 6	Winter 7	Winter 8	Spring 9	Spring 10	Spring 11	Spring 12
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<b>Candidate Name:</b>	<b>Supervisor Name:</b>	
<b>Date:</b>	<b>Mentor Teacher:</b>	<b>Content Area, Grade, &amp; Period:</b>

<b>Look-fors/strategies suggested from Prior Observation Action Plan:</b>	
---	--

**General Observation Notes:**

**Providing TPE-aligned feedback to your candidates:** After each observation, provide your candidate with feedback based on the rubric below. You only need to check one column for each broad TPE category. After discussing the rubric, remind your candidate to put their scores on their personal TPE Rubric and to work on implementing strategies discussed in the Action Plan. Last step, type in your rubric scores and one or two comments on Qualtrics.

<b>B -Beginning</b>	<b>D - Developing</b>	<b>P - Proficient</b>	<b>S - Skilled</b>	<b>N - No Evidence</b>
Initial attempts at implementation  Attempts to apply or implement	Building on past experiences, knowledge or reflections	<i>Often</i> implementing effective practices	Consistently and appropriately implementing effective practices	Limited opportunities to implement <b>OR</b> Not observed

TPE	B	D	P	S	N	Comments/Evidence
<b>1: Engaging and Supporting All Students in Learning</b> <ul style="list-style-type: none"> <li>- 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. (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> <li>- Maintains high expectations (2.5)</li> <li>- Communicates clear expectations for behavior (2.6)</li> </ul>						
<b>3: Understanding and Organizing Subject Matter for Student Learning</b> <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) <ul style="list-style-type: none"> <li>o Formative assessments were used during the lesson; teacher uses information gathered to make instructional decisions.</li> <li>o Uses a closure activity to close the lesson.</li> </ul> </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</li> </ul>						

## Post Observation Debrief

After you have established a comfort level and addressed the candidate's state of mind, use this process to optimize *reflection on action* and *reflection for future action*.

- What went well in the lesson and what evidence do you have to support this?
- What do you think could have been improved upon?
- What aspect of your lesson incorporates multilingual students' languages, communities, or families?

Then, choose 2-3 to debrief below.

TRANSITIONING TO AN ANALYTICAL & REFLECTIVE MODE

*Let's think together about your lesson to see what we can learn about your impact on student learning. . .*

*Now that we've both shared some impressions about how your lesson went, let's unpack one or two key moments of the lesson. . .*

CLARIFY OUTCOME

- What was the desired knowledge, understanding, or skill of the lesson? How did you plan for *all* students to reach these goals?

LEARNING

- How do you know that *all* students made progress toward that goal or are still struggling with the lesson topic?
- How did your planning impact students' access to the learning goal? Did the assessment(s) you used make student thinking visible?

## EVIDENCE

- ❑ In what way did the learning environment impact student learning? Where are examples of your showing respect for and rapport with the students? Did you feel the learning environment was positive or challenging? Why?
  - ❑ How did you set clear and positive norms for inclusive learning?
- ❑ How did you actively engage students in a learning task related to the lesson topic?
- ❑ What strategies did you use to make student thinking visible in the lesson? What did you see when you employed those strategies? What did you learn about their thinking?
- ❑ What kind of questions did you ask the students to elicit student thinking? Were you able to build on students' responses to deepen or clarify student knowledge of the topic?
- ❑ What were some missed opportunities?

### **Action Plan and Progress in TPEs - Fall/Winter/Spring Quarters**

- The student teacher is demonstrating continued progress with respect to the California Teacher Performance Expectations.
  - ◆ ST should present their current document at the conference for discussion - [sample](#)
- Based upon your conversation with the candidate and the TPE's, answer the following prompts:

A) Ask the candidate to describe an area of strength that the candidate recognized in this lesson. How can the candidate capitalize on it and continue to improve upon this strength in future lessons?

B) With the candidate, identify a TPE that is an area of growth. What are 2-3 strategies that the candidate is going to try before the next observation?

**TPE** \_\_\_\_\_

Strategies the candidate is going to try:

I.

II.

III.

### **Teaching Event (edTPA) Progress (Late Fall & Winter Quarter) - Due March 24, 2022**

#### **Fall Quarter**

- Student teacher and mentor teacher should meet in late November/early December to pick a Teaching Event topic and plan the date to teach and film lessons. The Teaching Event must be entirely the student teacher's own work, except for lessons, labs and worksheets which can be shared and cited in the Teaching Event planning commentary.
  - ◆ Does the student teacher have a topic by the end of December?
  - ◆ Has the student teacher completed their Context for Learning yet?
  - ◆ Has the student teacher started Task 1: Planning?

#### **Winter Quarter**

- Student teachers are expected to implement and film their Teaching Event lessons during the month of February.

## Appendix C - TPE Log

(completed by candidates after each observation; upload to ED 302 at the end of each quarter)

Name of Candidate:

<p><b>TPE Log Sheet</b> Please keep a copy of this log sheet for each of your observations. After each conference with your Supervisor, record the rubric level for each TPE domain.</p>	<p><b>Rubric Criteria:</b>  <b>Beginning:</b> Attempting to apply/implement  <b>Developing:</b> Building on past experience/knowledge/reflections  <b>Proficient:</b> <i>Often</i> implementing effective practices  <b>Skilled:</b> Consistently implementing effective practices  <b>No evidence</b> of application/implementation</p>
--	--

Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Quarter	Fall				Winter				Spring			
Date												
<p>1: Engaging and Supporting All Students in Learning</p> <ul style="list-style-type: none"> <li>- 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. (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>												
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<p>5: Assessing Student Learning</p> <ul style="list-style-type: none"> <li>- Demonstrates knowledge of purposes and uses of different types of assessments (5.1)                             <ul style="list-style-type: none"> <li>o Formative assessments were used during the lesson; teacher uses information gathered to make instructional decisions.</li> <li>o Uses a closure activity to close the lesson.</li> </ul> </li> </ul>												
<p>6: Developing as a Professional Educator</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>												

**Appendix C Continued - TPE Log and Observation Notes**

#	Date	Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

## **Appendix D - Student Teacher Support of Instruction**

The UCI MAT program is organized to continue supporting student teachers and mentors for the 2022-2023 school year. We are hoping that UCI student teachers can be viewed as resources and additional manpower in a school's efforts to support student learning. In this document, we have listed many of the ways student teachers can support efforts to provide meaningful instruction during their teacher preparation process.

- **Assist Mentor Teachers with the following:**

- Planning lessons and units
- Assessing student work (packets, online simulations, formative data, etc.)
- Finding and accessing online tools and resources (training students to use tools)
- Phone calls home and completing a parent log in ED 302
- Tutoring individual students or groups of students online
- Setting up online office hours on Zoom (for students or parents)
- Putting together learning packets and searching for resources for students who need extra support (ELL, 504, IEP, GATE, Special Education)
- Reviewing and providing digital feedback on assignments and learning packets
- Setting up and monitoring Google Classroom tools (or other digital learning platforms)
- Gathering, recording, and analyzing data over time to share with mentor
- Tracking student data
- Creating instructional videos based on need
- Grading student assignments

- **Participate in meetings that include:**

- Grade-level or department meetings
- Professional development opportunities
- Curriculum development efforts
- Conferences with parents
- Conferences with individual students
- If appropriate, attend an IEP meeting

- **In collaboration with Mentor Teacher, student teachers will support instruction by:**

- Curating online resources/tools for a particular lesson or unit
- Creating a demonstration of a lab
- Conducting a reading of a text with discussion questions
- Creating a Google Presentation or PowerPoint with engagement opportunities for discussion or online responses to questions (i.e., Kahoot, AnswerGarden, etc.)
- Creating and teaching lessons, units and videos that support the curriculum

## Student Teaching During COVID

Teachers and student teachers are required to report to the school site. Please take all safety precautions when working in close proximity with others.

- Wear a mask if you are not able to maintain 6 feet of physical distance - check school policy on wearing masks
- Avoid sharing materials unless surfaces are adequately sanitized
- Stay home if you have any signs of illness
- Let your Mentor Teacher and Coordinator know ASAP if you have been in close proximity to someone who was positively diagnosed with COVID-19
- Appropriately quarantine if necessary - check school policy on quarantining

## Principles for Effective Online Teaching and Learning

### Time Management

- Follow the 10:2 rule when teaching content or information. Be intentional and time yourself.
- After 10 minutes of teaching, allow 2 minutes for students to process via Think-Type-Talk, digital notes, paraphrasing, or the chat box.

### Multi-modal

- Use different modalities to teach content. Appeal to visual, auditory, and kinesthetic ways of learning.
- Use a variety of pictures, videos, charts, graphs, words, GIFs, symbols, numbers, music, colors, art, and movement.

### Check for Understanding

- Check for understanding at the beginning, middle, and/or end of the lesson. Ask questions that encourage thought and keep students focused.
- Sample questions: "What is clearer for you now?" OR "What questions might you have?" OR "What are you curious about?"

### Engagement

- Keep students engaged throughout the lesson or presentation. Allow students to create, clarify, and contribute content as you teach.
- Use digital tools such as Pear Deck, Jamboard, Word Art, Poll Everywhere, Google Docs/Forms, Quizizz, Socrative, and AnswerGarden.

## MAT Single Subject Credential Program Counseling Sheet

Name \_\_\_\_\_

**Program Requirements:** Check off these requirements/courses as you complete them to track your progress toward credentialing. Bring this sheet with you when meeting with the credential analyst.

TB Test	
Certificate of Clearance	
Degree-posted Transcript	
Basic skills test (AP, SAT, CBEST)	
Subject Matter Verification (CSET, SMPP)	
US Constitution	
CPR Certification	
edTPA	

### Summer 1, Session 1 (10)

- Ed 230 The History and Culture of Schooling in the United States (4)
- Ed 245 Learning Inside and Outside of Schools (2)
- Ed 361 The Adolescent Learner (4)

### Summer 1, Session 2 (10)

- Ed 202 Outcomes of Schooling—Student Assessment (4)
- Ed 243 The Policy Environment of Teaching (2)
- Ed 358 Media and Information Literacy (2)
- Ed 348A The Exceptional Learner and Educational Equity (2)

### Fall (18)

- Ed 302 Fieldwork Seminar (2)
- Ed 305 Learning to Learn from Teaching (4)
- Ed 336-441 Subject Matter Methods (4)
- Ed 346 Reading and Writing in Secondary Classrooms (4)
- Ed 347 Culture, Diversity and Educational Equity (4)

### Winter (18)

- Ed 246 Teaching Investigation: Identifying Dilemmas of Practice (4)
- Ed 307 Student Teaching and Seminar (8)
- Ed 342A Applied Methods (2)
- Ed 349 Theories and Methods of ELD (4)

### Spring (20)

- Ed 247 Teaching Investigation: Exploring the Dilemmas of Practice (4)
- Ed 307 Student Teaching and Seminar (12)
- Ed 342B Applied Methods (2)
- ED 348B Educational Equity and the Exceptional Learner (2)

### Summer 2, Session 1 (8)

- Ed 206 Design of Learning Environments (4)
- Ed 248 Understanding Teacher Agency (4)