UC Irvine School of Education

Multiple Subject Credential + MAT Program
Winter and Spring 2022 Student Teaching Handbook

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Message from the Coordinator

Dear Mentor Teachers, Supervisors, Administrators,

Thank you so much to you all for the part that you play in nurturing the education of our future teachers and consequently the education of future generations of students. We truly appreciate your commitment to this collective effort. The experiences that student teachers have in classrooms are invaluable and foundational to how they develop as teachers.

This handbook is designed to provide information about the UCI MAT and credential program and the expectations for our student teachers. In addition to this handbook, I will be sending regular updates to keep you informed about deadlines, progressions, evaluations, and other useful information such as professional development opportunities. These updates will also be archived on the Mentor Website: https://sites.google.com/uci.edu/2021-2022-mentorteachers/home

I look forward to seeing you all during our Winter Mentor Teacher Orientation. Please see the invitation below and register for one of the dates. Everyone is invited including supervisors and administrators.

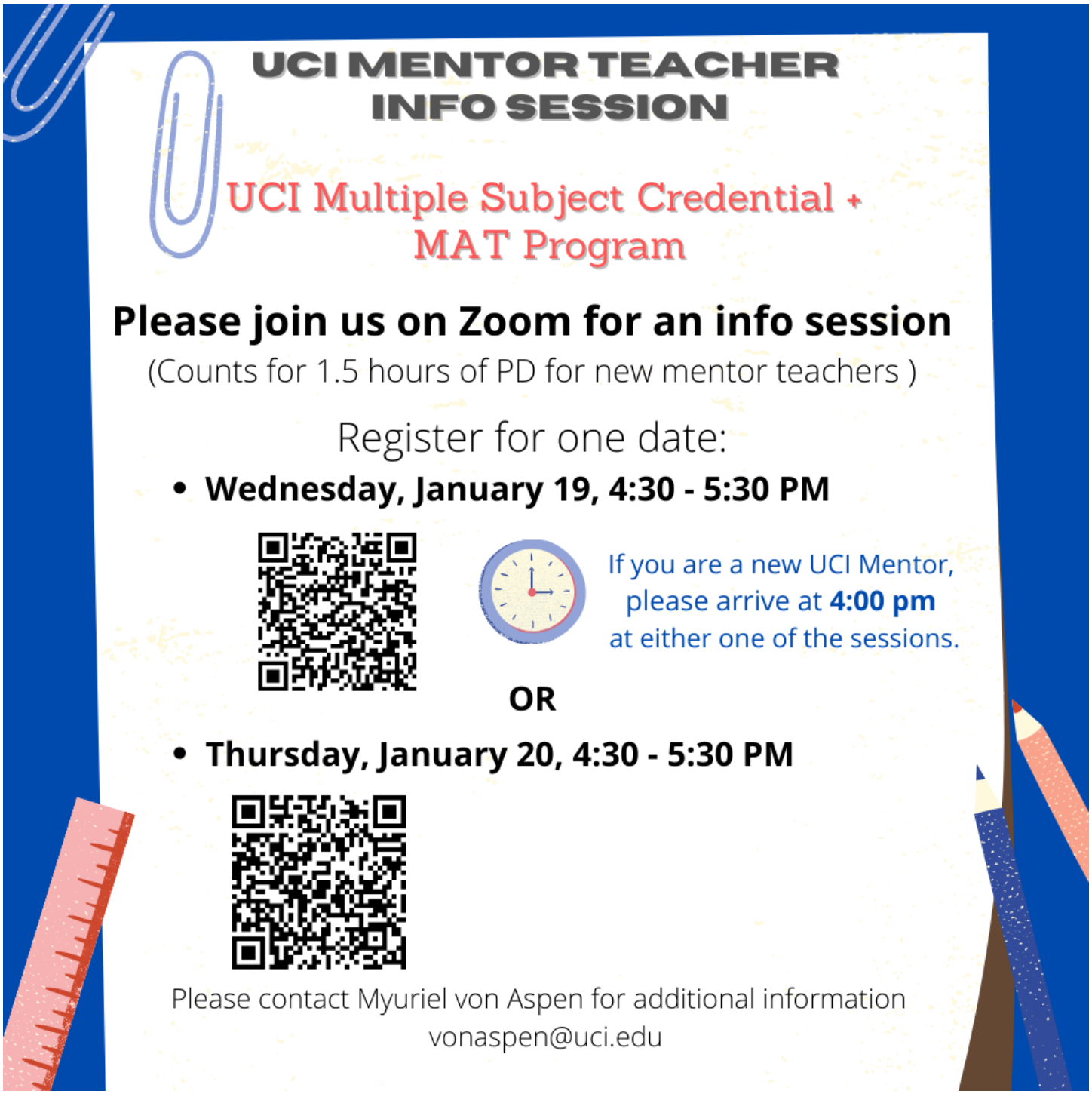
I am looking forward to working and learning together during the next two quarters. Please reach out at any time with any questions, concerns, or ideas.

Sincerely,

Myuriel von Aspen

vonaspen@uci.edu

Invitation to Information Session



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

- Wednesday, January 19, 4:30 - 5:30 PM
- Thursday, January 20, 4:30 - 5:30 PM

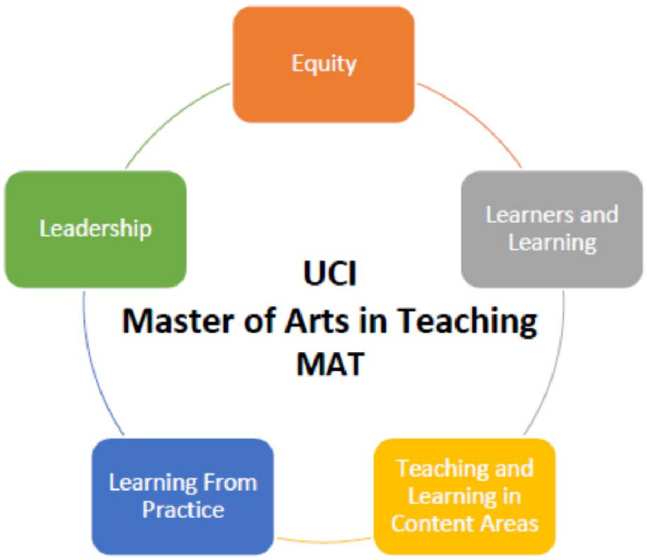
If you are a new mentor teacher, please arrive at 4:00 pm for either session. *

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.

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
Teaching and Learning in the Content Areas: *Candidates develop effective teaching practices that support students' learning in specific disciplines.*	**Orientation, 6/18 9:00 am-12:30 pm**	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)		
Learners and Learning: *Candidates deepen their understanding about learners across various developmental stages and how to assess and respond to individual needs.*	374 Learning and Child Development (4)	202 Outcomes of Schooling -- Student Assessment (4)				
	241 Children's Sense Making (Science) (2)					
Equity: *Candidates deepen their understanding about the challenges students from traditionally underserved populations experience in school.*	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)
Learning from Practice and Teacher Agency & Leadership: *Candidates becoming reflective and collaborative teacher leaders who can understand and solve problems of practice.*	**Capstone Conference 7/23**			246 Teaching Investigation: Identifying Dilemmas of Practice (4)	247 Teaching Investigation: Exploring the Dilemmas of Practice (4)	248 Understanding Teacher Agency (4) **CAPSTONE CONFERENCE**
90 Quarter Units	**10**	**12**	**20**	**20**	**22**	**6**
UCI Class Schedule	**M/W 9:00 am-6:50 pm**	**M/W 9:00 am-6:50 pm**	Fall 2021 Course Schedule	**Fridays 9:00-4:00 and 2-3 nights until 7:20**	**3 nights 4:30-7:20**	**2 days a week**
Fieldwork and Student Teaching Requirements		**Fieldwork**	**Student Teaching**	**Student Teaching**		
		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	
Clinical Hours			90+	240+	300+	
Assessments	Pass CSET		RICA ($171)	edTPA ($300)	CPR Constitution	

Multiple Subject Credential Program Schedule – Winter 2022

Cohort A							
COURSE	CODE	TITLE	UNITS	DAY	TIME	MODE	INSTRUCTOR
ED 304	12785	STUDENT TEACHING IN ELEMENTARY SCHOOL Seminar: Jan 7, Jan 21, Feb 4, Feb 18, Mar 4	8	F	1:00-3:50	In Person	VON ASPEN
ED 246	12540	Teaching Investigation: Identifying Dilemmas of Practice	4	T	4:30-7:20	Remote	GUARINO
ED 322B**	12832	Curriculum and Methods for Elementary School Math	4	F	9:00-11:50	In Person	HENRY
ED 325	12840	Teaching Visual and Performing Arts: Meets every other week: 1/10, 1/24, 2/7, (Week of 2/21 Asynchronous Remote), 3/7	2	M	4:30-7:20	In Person	GREEBAN
ED 348A	12914	Educational Equity and the Exceptional Learner: Class meets every other week: Jan 6, Jan 20, Feb 3, Feb 17, Mar 3	2	Th	5:00-7:50	In Person	STAFF
Cohort B							
COURSE	CODE	TITLE	UNITS	DAY	TIME	MODE	INSTRUCTOR
ED 304	12786	STUDENT TEACHING IN ELEMENTARY SCHOOL Seminar: Jan 14, Jan 28, Feb 11, Feb 25, Mar 11	8	F	1:00-3:50	In Person	VON ASPEN
ED 306*	12792	SUPERVISED TEACHING BILINGUAL CANDIDATES – attend same classes as 304 AND additional meetings on Fridays from 1:00-3:00 with Susan Guilfoyle.	8	F	1:00-3:50	In Person	VON ASPEN
ED 246	12541	Teaching Investigation: Identifying Dilemmas of Practice	4	W	4:30-7:20	Remote	GUARINO
ED 322B**	12834	Curriculum and Methods for Elementary School Math	4	F	9:00-11:50	In Person	GUARINO
ED 325	12845	Teaching Visual and Performing Arts: Meets every other week: 1/3, (Week of 1/17 Asynchronous Remote), 1/31, 2/14, 2/28	2	M	4:30-7:20	In Person	GREEBAN
ED 348A	12915	Educational Equity and the Exceptional Learner: Class meets every other week: Jan 13, Jan 27, Feb 10, Feb 24, Mar 10	2	TH	5:00-7:50	In Person	STAFF

Student Teaching

General Expectations

Student teachers:

- are expected to remain after school with the MT to prepare and plan for upcoming lessons. The hours for planning will be determined in collaboration with the Mentor Teacher.
- demonstrate professional communication and conduct throughout the student teaching assignment.
- demonstrate developing competency in the areas of instructional and curricular planning, instruction, assessment, reflection and classroom management.
- participate with the mentor teacher in collaboration and co--teaching.
- demonstrate readiness to assume full-time student teaching responsibility.
- schedule and participate in regular planning and reflective meetings with the mentor teacher throughout the student teaching assignment.
- conference with Supervisor after each observation visit.
- communicate promptly with their mentor teachers, supervisors, instructors, and coordinator when needed.

Dates and Hours

Student teachers will be at their school sites from January 3rd until the last day of school in June, or June 10th, whichever is earlier.

Student teachers will be at the school site Monday-Thursday during winter quarter (January-March) and Monday-Friday during spring quarter (April-June).

Student teaching must consist of a minimum of 600 hours of clinical practice across the program.

A full school day is defined as arriving a ***minimum*** of one half hour before the first bell and leaving no earlier than one half hour after the end of the school day.

<table>
<tr><th colspan="3">Winter Quarter</th><th colspan="3">Spring Quarter</th></tr>
<tr><td>January</td><td>February</td><td>March</td><td>April</td><td>May</td><td>June</td></tr>
<tr><td>10%
Plan/Teach
Co-plan/Co-teach</td><td>25%
Plan/teach
Co-plan/Co-teach</td><td>50%
Plan/teach
Co-plan/Co-teach</td><td>60%
Plan/teach
Co-plan/Co-teach</td><td colspan="2">4 weeks as the lead teacher
Co-Teaching approved</td></tr>
<tr><td colspan="3">Monday-Thursday</td><td colspan="3">Monday-Friday</td></tr>
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Student Teaching Timeline: Student Teaching Progression, Winter & Spring 2022

Candidates will spend 4-5 days a week at their school site until the end of the school year. During student teaching, the candidate will gradually assume responsibility for co-planning/co-teaching, planning, and teaching until they take on the role of "lead teacher" for 4 full weeks at the end of the year.

Below is a sample progression of student teaching responsibility. Progress is determined by both the Candidate and the Mentor Teacher.

	Winter Quarter: Monday-Thursday				**Spring Quarter: Monday-Friday**		
% as Lead Teacher or Co-teacher		10%	25%	50%	60%	60-100%	
	Week 1	January →	February →	March →	April →	May →	June
Building rapport + Supporting a Positive and Caring Classroom Culture	● Collaborate w/ MT to create norms ● Meet students & learn names ● Meet principal & other school staff ● Learn MT's classroom routines, norms, and interactions with students and families	● Continue supporting a positive classroom environment ● Start implementing daily routines	● Continue supporting a positive classroom environment ● Take over daily routines	● Continue supporting a positive classroom environment ● Take over daily routines	● Continue supporting a positive classroom environment ● Take over daily routines	● Continue supporting a positive classroom environment ● Take over daily routines	● Continue supporting a positive classroom environment ● Take over daily routines
Planning, Teaching & Co-teaching	● Set up time w/ MT each week to plan for the following week ● Discuss UCI assignments with MT ● Observe/Assist MT's instruction (co-teaching) ● Assist MT by working w/ individual students and small groups ● Assist MT w/ assessments	● MATH: In collaboration with MT, plan & teach 1-2 lessons/ week (whole class/ small group) ● In collaboration with MT, add 1 lesson/week.	● In collaboration with MT, add 1 lesson each week. ● Co-teaching is approved and encouraged.	● In collaboration with MT, add 1 lesson each week. ● Co-teaching is approved and encouraged.d	● In collaboration with MT, add 1 lesson each week. ● Co-teaching is approved and encouraged.	● Take role as lead teacher for 4 weeks ● Take lead on daily planning, teaching and collaboration with MT ● Co-teaching is approved	
edTPA *Training and support will be provided during Winter quarter*	● Review edTPA module with MT ● Distribute parent permission slips for video recording	● Discuss math topics w/MT ● Identify a math topic ● Complete Context ● Write lesson plans ● Write Task 1	● Teach learning segment & record each day's lesson ● Assess student work ● Select video clip ● Write Task 2	● Analyze whole class student work ● Write Task 3 ● Submit by 3/24			
Literacy Task *Follow this timeline if this task was not completed during Fall quarter.*	● Discuss ELA learning segment with MT ● Collect student work	Plan/Teach re-engagement lesson for focus students Analyze student work	Write commentary	● Submit by 3/24.			
Observations	Observations #1-8 and Individual Development Plan (IDP)						
	Week 1	January →	February →	March →	April →	May →	June

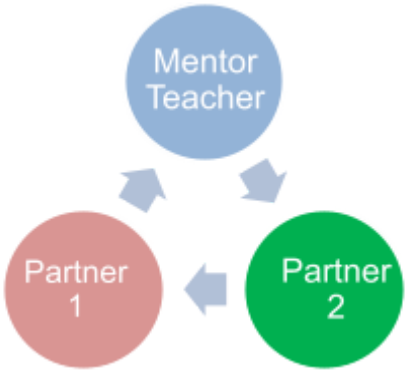
Paired Placements

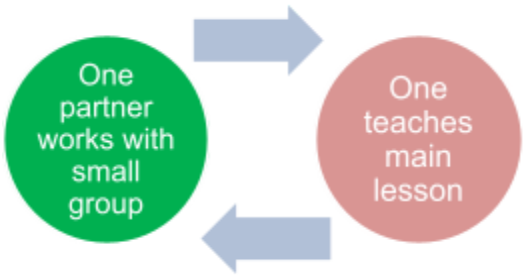
A paired placement is when two UCI teacher candidates are in the same classroom with the same mentor teacher. The paired placement allows for greater collaboration between the two UCI candidates and the mentor teacher. Because they are collaborating, they are able to better meet the needs of students, as well as have regular opportunities to have productive discussions about teaching and learning.

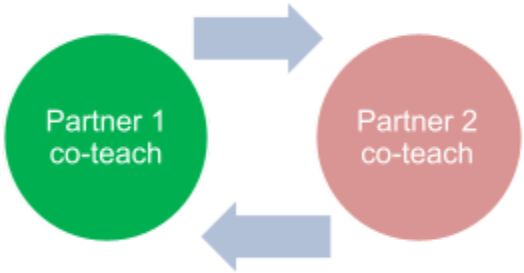
The paired placement model provides flexibility and different arrangements can be made based on the needs of the students, teacher, and student teachers. Emphasis is placed on working and reflecting together, rather than "divide and conquer."

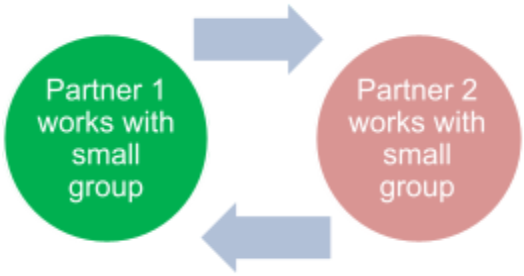
For example:

- Both partners could plan lessons together with their Mentor Teacher.
- Both partners and Mentor Teacher could work together to analyze student work and progress.
- Student teachers could co-teach lessons, some lessons or work independently with small groups.
- One student teacher could be the lead teacher, or they could both take equal responsibility for a lesson.









Attendance at School Placement

A full school day is defined as arriving a ***minimum*** of one half hour before the first bell and leaving no earlier than one half hour after the end of the school day. Student teacher's arrival and departure time may be adjusted to better meet the scheduling needs of the mentor teacher.

Student teachers are expected to promptly inform their mentor teachers of any absence . Absences for illness or family emergency are excused, unless they happen frequently enough that you are not at your school site on a consistent basis. If that is the case, student teachers need to request a meeting with Myuriel von Aspen to discuss their options.

Clinical Practice Hours

The CTC requires 600 hours of clinical practice from every credential candidate. Student teachers use this log sheet to track their hours. They will submit this log to their Google Classroom at the end of Spring Quarter 2022. This is the same log sheet that has been used since Fall Quarter. Use the Winter tab and the Spring tab to track hours for the second placement.

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.

Norms for Student Teaching

Winter/Spring 2022

*Candidates: Please submit a copy of your Norms to **Google Classroom** by midnight January 31st.*

Mentor teachers and student teachers are to create a set of norms, collaboratively, during the first week of student teaching. Norms are meant to allow each person to share expectations for the student teaching 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 the Norms discussion and documentation. 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
- ⇒ Expectations of how to participate in the classroom
- ⇒ Expectations for getting to know the staff and faculty by _____
- ⇒ Expectations for interacting appropriately and professionally with parents (List specifics)
- ⇒ Expectations of what do when Mentor Teacher is busy
- ⇒ Expectations for planning or teaching a routine or lesson
- ⇒ Expectations for reporting absences (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 at school at 8:00 am and allow 30 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

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	

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.

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.

Student teachers need to ask their mentor teachers about their use of a laptop (or other device) for note-taking during observations.

Professional Communication

Candidates are expected to show professionalism when communicating with their mentor teachers, supervisors, school staff both at UCI and at their assigned student teaching placements. This includes replying promptly to email. A general rule of thumb is replying to email within 24 hours at the latest.

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/

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	• Teach live lessons to whole class or small groups in breakout rooms • Tutoring individual students or groups of students online • Support mentor teacher by monitoring the chat, taking attendance and gathering data on student participation • Hold office hours
Communication with Families (only with mentor approval)	• Setting up online office hours on Zoom (for students or parents) • Making phone calls to families • Conferencing with parents • Conferences with individual students • If appropriate, attend an IEP meeting
Asynchronous Instruction	• Being resources for students who need extra support (ELL, 504, IEP, GATE, Special Education) • Creating instructional videos based on need • 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 Slide or PowerPoint screencast (with voiceover and opportunities for discussion or online responses to questions) • Creating a whole lesson on video (simulation)
Planning and Assessment	• Attending grade-level or department meetings • Attending Professional development opportunities • Develop ar adapting curriculum as needed • Planning lessons and units • Assessing students • Finding and accessing online tools and resources (teaching students to use tech tools) • Reviewing and providing digital feedback on assignments • Setting up and monitoring Google Classroom tools (or other digital learning platforms) • Gathering, recording, and analyzing data over time to share with mentor
The UCI Teacher Academy has compiled a list of resources to support distance learning: https://teacheracademy.uci.edu/resources-for-remote-instruction/	

Mentoring

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
- equity-minded and 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)
- is able to provide a "classroom" for the student teacher to practice and grow
- is able to provide guidance on planning learning activities and interaction with students
- is able to coach 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

Guidelines for Mentor Teachers

Professional Communication

√ Set up two-way norms for professional communication, expectations and other important understandings that will contribute to a healthy and productive working relationship.

√ 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 candidate is responsible for completing a Long Term Planning Chart in collaboration with the mentor teacher and submitting it to their UCI Program Coordinator. The goal is to scaffold the candidate to assume responsibility for planning and instruction in all content areas independently for a minimum of 4 weeks.

√ Plan for the assumption of Math instruction first, in preparation for completion of the edTPA Parts 1-3.

Support

- √ Assist the candidate in becoming familiar with the students, schedule, curriculum, routines for supporting a positive classroom culture, and record-keeping system.
- √ Assist the candidate in becoming familiar with the school staff, facilities, policies, and procedures.
- √ Conference with and provide feedback to the candidate on a regular basis.
- √ Participate in collaborative planning and co-teaching, and analyzing student assessments.
- √ Model how to make instructional decisions based on evidence of student learning.
- √ Be a positive role model for the candidate in all aspects of teaching, including professional conduct and communication, interacting with students and families, planning, equitable instruction, and assessing.

FAQ for UCI Mentor Teachers

Who do I contact at UCI if I have questions or concerns?

- Please feel free to contact Myuriel von Aspen at vonaspen@uci.edu

How do I ensure my candidate understands my expectations?

- Set up clear and detailed norms. Revise the norms, and revisit as needed.

How do I encourage collaboration, reflection and feedback?

- Model these behaviors.
    - Invite your student teacher to collaboration meetings.
    - Debrief after co-teaching, and model what reflection looks/sounds like.
    - Ask questions about what you are both experiencing.
    - Provide opportunities for your student teacher to give and receive feedback.
    - Create a safe environment where it's OK to make mistakes, reflect, and revise.
    - Set up a consistent time and place for collaboration to take place each week.

What do I do if my student teacher is sitting in the back of the room, taking notes, and not actively engaging and participating?

- There will be times when your student teacher might take notes of information that might be important to remember or reflect on, especially during the first couple of weeks of this placement. However, most of the time, the student teacher needs to be actively involved with students. Talk to your student teacher about what "active" looks like/sounds like. Should they be assisting particular students? Working with small groups? Be explicit.

How do I approach my candidate if I have some serious concerns?

- Select a day/time to engage in a thoughtful conversation. Be honest, start with positive feedback, and mention that you care and want your student teacher to succeed. Ask your candidate to reflect on the issue at hand and have a plan for improvement.

Can I leave my student teacher(s) alone in the classroom?

- Unless your student teacher is substituting for you, they can be alone only for short periods of time. As the teacher of record, mentors are legally responsible for the well being of classroom students.

What should I use to provide my student teacher with feedback? Coaching tool?

- We encourage you to use some of the questions from the UCI Post-Observation Conference Protocol to ask your candidate questions that focus on the learning goal, evidence of student learning and next steps. Some of these questions include:
    - What were the main ideas/concepts students were supposed to understand from this lesson?
    - What specific examples of student learning do you have that showed students made significant progress toward the learning goal?
    - What decisions and/or strategies did you use that led to successful student learning of your learning goal?
    - What specific examples of student learning do you have that showed students did not make significant progress toward the learning goal or still have partial understanding?
    - What decisions and/or strategies did you use that may have interfered or created missed opportunities in terms of student learning.
    - If you were to teach this lesson again, what alternative instructional strategies would you use to better support students to make significant progress toward the learning goals? *How do you expect these strategies to impact students' achievement of the lesson learning goal(s)?*
    - Using evidence of student learning, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?

Do I need to evaluate my student teacher?

- You will evaluate your student teacher twice during the second placement, first in March and then in May.

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. This website includes information that was provided to mentor teachers during the first placement in the Fall quarter.

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

Making your thinking explicit	Analyzing student work together
Explain your reasoning behind decisions you make, or the ways you respond in professional situations. Discuss your decision making process for both planned and spontaneous decisions. Discuss alternative decisions and consequences. Share what guides your decision making process.	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.
Co-planning with feedback	**Pre-briefing and debriefing**
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.	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..
Modeling the work of teaching	**Co-Teaching**
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? Explain how you (some examples) - monitor all students while answering one student's question - give shy students or ELL's time to rehearse when speaking in groups - give both oral and written reminders	Two teachers working together to support student learning. Co-teaching includes planning, teaching and assessment and may take on different forms. - One teach/one observe - One teach/one assist - Parallel Teaching: each teacher works with a small group - Team teaching: both actively engaged in instruction and management

*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/)

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 Winter orientation and collaborating with UCI supervisors during Winter/Spring visits. Remaining 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.

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

List of ways to complete the 10 required hours: 2022 Winter/Spring Mentor Teacher PD Opportunities

Co-teaching

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

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.

- Provides an opportunity for the Mentor Teacher to maintain their role as classroom leader
- Provides an opportunity for gradual release of responsibility as the mentor teacher could gradually take less of the lead role as the student teacher is more prepared
- Reduces student/teacher ratio to better meet the teaching/learning needs in diverse classrooms
- Allows Teacher Candidates to 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	https://youtu.be/etqxJxS_rIA
Complementary Co-Teaching	One Teach, one support	https://youtu.be/PvLb-K-TYGk
	One teach, one assist	https://youtu.be/AeUa_cdaC6w
	Record & edit	https://video.salisbury.edu/mediaserver/View.aspx?i=16763
	Demonstrations	https://video.salisbury.edu/mediaserver/View.aspx?i=16746
Parallel Teaching	Two or more people work with different groups of students in different sections of the classroom	https://youtu.be/gLi4LiUopwY https://www.youtube.com/watch?v=G3vXHrY5Xi0
Team Teaching	Both teachers teach the same lesson together	https://youtu.be/MVeFjRdSH3c

Supervising Student Teachers

UCI Supervisor

Each UCI candidate is assigned a UCI Supervisor. The supervisor is UCI faculty and an experienced educator. Supervisors play a vital role in supporting our candidates and their mentor teachers. During the Winter and Spring quarters, supervisors observe four times each quarter. One of the observations takes place early on for supervisors to meet with the mentor teacher 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.
- Supervisors will formally observe their assigned candidates a minimum of **4** times each quarter.
    - 3 lessons observations will be conducted in person each quarter.
    - 1 lesson will be videotaped and tagged each quarter.
- Student teachers must submit a complete UCI Lesson Plan to their Supervisors before each lesson observation.
- 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, but may not review lesson plans, commentary, and video.
- Supervisors maintain communication with the candidate, Mentor Teacher, and the Coordinator (Myuriel von Aspen) about candidate progress.
- Student teachers will meet their assigned Supervisors during Meet & Greet, Friday January 7.

Video Analysis Protocol

Once a quarter, teacher candidates will record and tag a lesson for their assigned lesson observation. Below is the protocol to follow for recorded lessons.

Candidate

1. Candidate uploads video of a complete lesson to GoReact to the Supervisor's Video Observation assignment
2. Candidate watches the video 3 times, each with a different lens
3. Candidate tags and annotates areas of focus **AND** missed opportunities:

Language supports and scaffolds for English learners & academic language

- Candidate's use of language supports
- Evidence of student's use of target language demands

Making Student Thinking Visible

- Evidence of candidate eliciting student learning
- Evidence of student learning

- Evidence of rigor/ productive academic struggle

Classroom Culture

- Routines and procedures that support a caring, inclusive, equitable, and productive learning environment

Student teachers use the GoReact markers to identify evidence in their videos. Evidence may be something the teacher does, something the students are doing, or a missed opportunity.

Each marker

must be used at least 3 times to mark evidence (or a missed opportunity) on your video. Student teachers add comments to explain missed opportunities they notice in their video.

Student teachers use the "other" marker to highlight anything they would like to discuss with their supervisor, followed with a comment.

Supervisors review the video and annotations, and then add additional comments to inform the student Action Plan.

Supervisor

Supervisor views the video on GoReact and uses the "S" marker to annotate the video and make comments on the student's annotations. Supervisor may verify the student teachers' annotations and add additional information.

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, and only for their mentor teacher.
- 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 for candidates to substitute must come from their 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 does 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 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.*

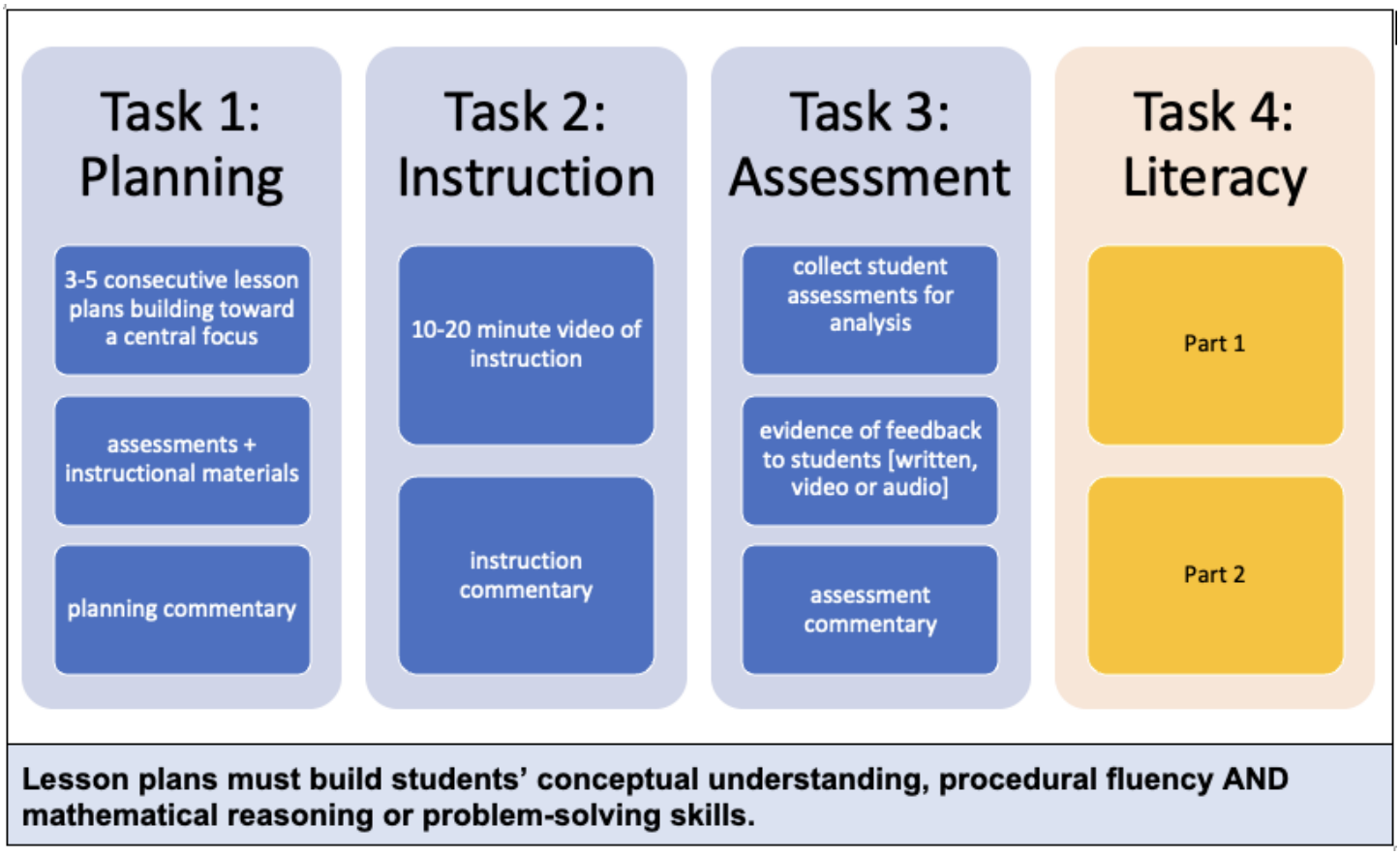
Overview of edTPA Literacy Task for Mentor Teachers

What is the edTPA?

The edTPA is a state-required Teaching Performance Assessment and is required of all Multiple Subject Candidates at UCI. The purpose of the edTPA is to provide a measure of novice teachers' readiness to teach both mathematics and literacy.

The edTPA consists of 4 tasks for Multiple Subject Candidates.

- Task 1-3: Mathematics, due in March
- Task 4: Literacy, due in December



Suggested Timeline

This is a suggested timeline to support your candidate's completion of each section of the edTPA. While some flexibility is available for each candidate, depending on the scheduling needs of both the mentor teacher and the student teacher, staying as close to these timing suggestions is preferable.

January	February	March
• Candidate meets with mentor teacher to discuss TOPICS to be taught over the next few weeks/months • Candidate and mentor teacher decide on the week and TOPIC to be taught for the learning segment • Candidate writes 3-5 consecutive lesson plans	• Candidate teaches the 3-5 consecutive lesson plans and video records each day • Candidate assesses student work from the learning segment • Candidate selects appropriate video clips	• Candidate analyzes whole class student work samples • Candidate writes commentary • Candidate submits complete portfolio to UCI AND Pearson

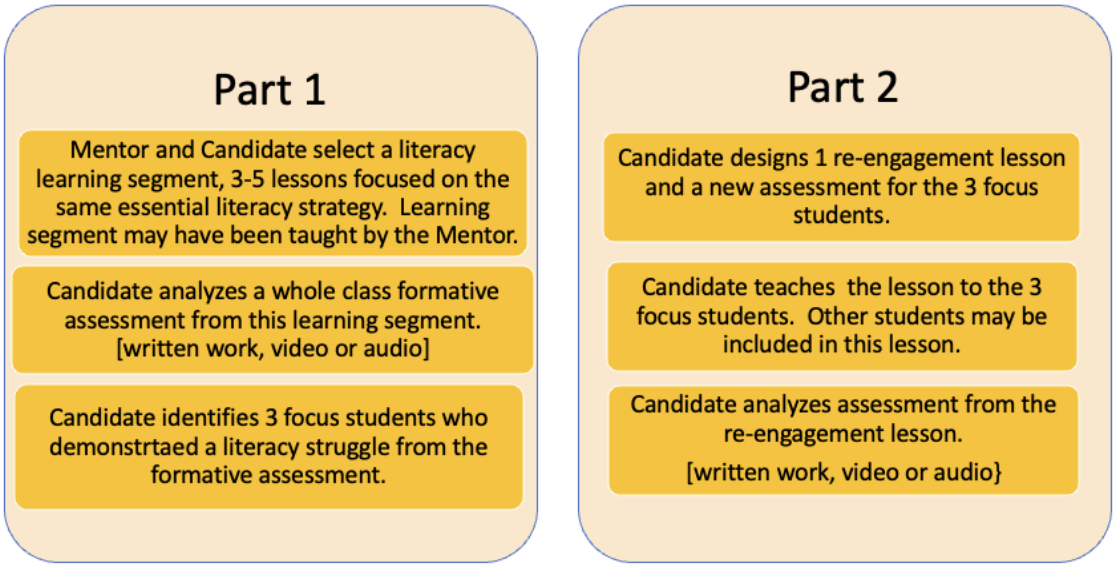
How can mentor teachers support their candidates with the edTPA?

Mentor teachers MAY	Mentor teachers may NOT
• Collaborate with candidate on long-term planning to determine the topics scheduled for the upcoming quarter/semester • Collaborate with candidate to select a central focus for a learning segment that is aligned with Common Core or academic content standards and the time period to teach the learning segment • Provide support and instructional materials that the candidate can review to plan the learning segment • Assist the candidate in collecting video permission forms from parents/guardians • Obtain equipment required for video recording, if available • Assist with video recording	• Edit candidate materials • Select video clips with the candidate • Provide actual candidate TPA materials found on public 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.

Literacy Task 4 for Multiple Subject Candidates

What is the Literacy Task 4?

The Literacy Task 4 is part of the edTPA, a state-required performance assessment focused on an essential literacy strategy and is required of all Multiple Subject Candidates at UCI. Candidates will complete Task 4 during their fall quarter student teaching placement and it is due to UCI at the end of December and to Pearson at the end of March. In addition to Task 4, Multiple Subject Candidates will complete Tasks 1-3 in mathematics during their winter-spring quarter student teaching placement.



Suggested Timeline for Literacy Task 4

October	November	December
• Candidate asks the Mentor Teacher to help identify a learning segment with a focus on an essential literacy strategy and related skills. • Candidate asks the Mentor Teacher to help identify a formative assessment that the whole class completed as part of the learning segment.	• Candidate makes copies of the **whole class** formative assessment from the learning segment. • Candidate analyzes the results of the formative assessment. • Candidate identifies three focus students and plans a re-engagement lesson**.**	• Candidate **teaches** the re-engagement lesson to 3 focus students (other students may be included). • Candidate collects the re-engagement assessments from the lesson. • Candidate **evaluates** the effectiveness of the strategies used during the re-engagement lesson.

What is an Essential Literacy Strategy and Related Skills?

An **essential literacy strategy** is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons.

Related skills are skills that students will develop and practice while learning an essential literacy strategy for comprehending or composing text within the learning segment. These skills should help students understand and apply the essential literacy strategy that you are teaching.

Examples of essential literacy strategies and related skills:

Comprehending Text	
Make inferences	• Use prior knowledge and background experiences • Use textual and/or picture clues • Use details in the text
Use evidence from text to support an opinion	• Identify details from a text • Use knowledge and experience to form an opinion • Use specific text examples to relate to the opinion
Retell a story (sequence the events of the plot)	• Identify the major events and details • Sequence the events in the proper order

Comparing and contrasting accounts of an event from different POV	• Explain how stories are narrated • Identify difference between 1st and 3rd person • Identify evidence from text to support claim
Drawing conclusions from informational text	• Identify key ideas and details from text • Identify difference between explicit information and drawing conclusion

Composing Text	
Writing a narrative	• Writing an introduction to hook the reader and establish the situation for the narrative • Using dialogue • Strong word choice (description) • Use of transitional words to sequence events
Revising a draft	• Adding clarity where needed to respond to readers' comments • Understanding the audience • Features of genre/text type • Language conventions (spelling, grammar, punctuation)
Note taking from informational text to support drafting a topic	• Recall relevant information from print and digital sources • Draw evidence from text to support analysis, reflection, and research
Using graphic organizers to organize writing	• Group related information • Develop topic with facts, definitions, concrete details • Identify key ideas and details from text

edTPA Program Support for Candidates

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.

For additional information about the edTPA, please contact your program coordinator or the edTPA Coordinator.
Multiple Subject Coordinator: Myuriel von Aspen vonaspen@uci.edu
edTPA Coordinator: Susan Toma-Berge tomas@uci.edu

Important Documents

TPE Rubric Log Sheet

Use this log to record the rubric level for each TPE domain and to record your notes during each conference with your Supervisor.

Rubric & Criteria:

B - Beginning	D - Developing	P - Proficient	S - Skilled	N - No evidence
Initial attempts at implementation Attempts to apply or implement	Building on past experiences, knowledge, reflections	O*ften* implementing effective practices	Consistently and appropriately implements effective practices	Limited opportunities to implement OR Not observed

Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Quarter	Fall				Winter				Spring			
Date												
1: Engaging and Supporting All Students in Learning Apply knowledge of students to engage them in learning (1.1) Connects to student interests (1.3) Promotes critical thinking (1.5) Uses ELD, SDAIE strategies (1.6) Monitors and adjusts instruction (1.8)												
2: Creating and Maintaining Effective Environments for Student Learning Promotes inclusive environment (2.3) Maintains high expectations (2.5) Communicates clear expectations for behavior (2.6)												
3: Understanding and Organizing Subject Matter for Student Learning Demonstrates knowledge of subject matter and standards (3.1) Demonstrates knowledge of students to organize curriculum (3.2) Plans, designs, implements and monitors instruction (3.3) Uses/adapts resources to facilitate equitable access to curriculum (3.6)												

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)												
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.												
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)												
Standards for MS Dual Immersion Candidates Only												
Candidate demonstrates knowledge of bilingual instructional strategies and assessment practices. (4.4)												
Candidate demonstrates the ability to evaluate, select and use adopted materials. (4.6)												
Candidate demonstrates ability to assess the suitability and appropriateness of instructional resources, and augment resources when they are not suitable or available. (4.7)												
Candidate demonstrates proficiency in spoken and written target language (Spanish or Mandarin)												

Observation Notes: Take notes during your post-observation conferences

#	date	notes
1		
2		
3		

4		
5		
6		
7		
8		
9		
10		
11		
12		

Action Plan

Action Plan # (please select one)											
Fall				Winter				Spring			
1	2	3	4	5	6	7	8	9	10	11	12

Based upon your conversation with the supervisor and your own personal reflection, answer the following:

1) Describe an area of strength that you recognized in this lesson.

- How can you capitalize on this strength in future lessons?

2) Identify two TPEs that you will further develop:

- ❏ 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
- ❏ TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- ❏ TPE 5: Assessing Student Learning
- ❏ TPE 6: Developing as a Professional Educator

3) List 2 strategies that you are going to try for the next observation.

- Describe any missed opportunities and how you might adjust for future planning and instruction.

UCI Mentor Teacher-Candidate Evaluation

Each quarter, 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 to mentor teachers as a Qualtrics survey.

Rubric	**1= Unsatisfactory**	**2= Emerging**	**3= Satisfactory**	**4= Accomplished**
Please see the criteria for each TPE for specific wording.	Candidate does **not** demonstrate awareness of this skill and/or makes attempts toward self-reflection and/or improvement.	Candidate **inconsistently** attempts to demonstrate awareness of this skill and/or make attempts toward self-reflection and/or improvement.	Candidate **consistently** 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	2	3	4
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	2	3	4
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 2: Creating and Maintaining Effective Environments for Student Learning

Learning Environment (TPE 2.1, 2.2, 2.3)

1	2	3	4
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.

Positive Classroom Behavior (TPE 2.6)

1	2	3	4
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 c*onsistently* maintains clear expectations for positive classroom behavior and interactions.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Learning Environment (TPE 2.1, 2.2, 2.3)

1	2	3	4

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	2	3	4
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 c*onsistently* maintains clear expectations for positive classroom behavior and interactions.

Supporting Students (TPE 2.4, 2.5)

1	2	3	4
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 3: Understanding and Organizing Subject Matter for Student Learning

Organizing the curriculum (TPE 3.1, 3.2)

1	2	3	4
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	2	3	4
Candidate does not take advantage of opportunities	Candidate is available to collaborate but relies on	Candidate takes initiative to consult and collaborate	Candidate plans for effective subject matter

to consult or collaborate with mentor teacher and others in the large school community.	the mentor teacher to initiate discussions.	with the mentor teacher to plan effective subject matter instruction but does not engage with the larger school community.	instruction individually and through consultation with other educators and members of the larger school community (e.g. grade level, staff or department meetings).

TPE 4: Planning Instruction and Learning Experiences for All Students

Planning Instruction (TPE 4.1, 4.6)

1	2	3	4
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	2	3	4
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 *and* other disciplines.

Maximize Instructional Time (TPE 4.4)

1	2	3	4
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 *attempts* to *monitor* instruction, in order to make effective use of instructional time.	Candidate *consistently* 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	2	3	4
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	2	3	4
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 *and* 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	2	3	4
Candidate does not use digital tools and learning technologies to develop technology-rich lessons to engage student in learning.	Candidate makes *limited* use of digital tools and learning technologies to develop curriculum and provide personalized and integrated technology-rich lessons to engage students in learning.	Candidate *appropriately and intentionally* 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 *all* students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

Assessing Student Learning (TPE 5.1, 5.2)

1	2	3	4
Candidate does not demonstrate understanding of the purposes and appropriate uses of different types of assessments (e.g., formative, summative,	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	… AND uses assessment data from multiple measures to plan and modify instruction and document student learning over time.

progress monitoring, performance).		assessments to document student learning.	

Student Self-assessment (TPE 5.3)

1	2	3	4
Candidate does not demonstrate an ability to involve students in self-assessment and reflection.	Candidate demonstrates *limited* 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	2	3	4
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 6: Developing as a Professional Educator

Reflective Practice and Professional Growth (TPE 6.1, 6.3)

1	2	3	4
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	2	3	4
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	2	3	4
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 *consistently* conducts themselves with integrity and models ethical conduct

Questions for Mentor Teachers of Dual Immersion Candidates Only
The candidate demonstrates the ability to promote authentic parental participation.
The candidate is prepared to employ a variety of instructional and assessment strategies in a dual immersion classroom.
The candidate demonstrates the ability to assess literacy development in two (2) languages.

University of California, Irvine

School of Education
Teacher Credential Programs
2000 Education
Irvine, CA 92697-5500

Directions for the

Individual Development Plan (IDP) 2022

Student teaching is a vital experience for pre-service teachers, but we all 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 support and feedback and may be shared with the candidate's clear/induction program. The Individual Development Plan 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.

- Supervisor will schedule a meeting with the mentor and candidate at the end of spring quarter
- Candidate completes the "Level of Practice" section indicating areas of strength and growth on the TPEs. Candidate should draw on evidence from mentor and supervisor evaluations. Candidate will share a draft of the IDP with mentor and supervisor prior to the meeting.
- During the meeting, mentor, supervisor and candidate will engage in collaborative discussion about each TPE. Discuss one TPE at a time with the candidate leading the discussion. Before moving on to the next TPE, candidate will take time to summarize aloud and write down additional notes in the "Level of Practice".
- Candidate will follow the instructions under "Verifications"
- Candidate will upload the IDP to the ED 304-306 Google Classroom for the Coordinator (w/o the Credential Recommendation section completed) at the end of spring quarter (first submission)
- Candidate completes "Credential Recommendation" section during their meeting with the Credential Analyst
- Candidate submits completed IDP to Google Classroom during the summer for the Coordinator for archive (second submission)
- Candidate saves the completed IDP to provide to the teacher induction program

Individual Development Plan 2022

Candidate Name		
Institution: UC Irvine, School of Education, Multiple Subject Credential Program + MAT		
Enrollment Dates	**6/22/2020-7/23/2021**	
Pathway	**Multiple Subject**	
Placement (check boxes that best represent your experience in student teaching)	❏ virtual only ❏ hybrid (both virtual and in-person) ❏ in-person only	
Program Contacts	**Myuriel von Aspen** **Multiple Subject Coordinator** **(949) 824-4172** **vonaspen@uci.edu**	**David Lim** **Credential Analyst** **(949) 824-3348** **dklim@uci.edu**

Candidate's Level of Practice (completed by the candidate)		
	Areas of Strength	**Areas for Growth**
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		
TPE 4: Planning Instruction and Designing Learning Experiences for All Students		
TPE 5: Assessing Student Learning		
TPE 6: Developing as a Professional Educator		

Verifications: Candidate must document collaboration with mentor and supervisor by checking all of the boxes below. Checkmarks indicate program review and confirmation.	
1. Verification that the preliminary program, candidate, district-employed supervisor, and program supervisor collaborated on the individual development plan	❑ Candidate has reviewed and approved
	❑ Mentor teacher has reviewed and approved (district employed)
	❑ Supervisor has reviewed and approved
2. The IDP is a portable document archived by the preliminary program and provided to the candidate for transmission to the induction program and employer	❑ Candidate has reviewed and approved
3. The program completer has received a copy of the IDP and understands the requirement to provide the IDP to the teacher induction program.	❑ Candidate has reviewed and approved

Candidate's Program Requirements (completed by the candidate)		
edTPA	⬜ Complete	⬜ Incomplete
CBEST or equivalent	⬜ Complete	⬜ Incomplete
CSET or equivalent	⬜ Complete	⬜ Incomplete
RICA (MS only)	⬜ Complete	⬜ Incomplete

Credential Recommended for this Candidate (completed by the candidate during meeting with credential analyst)	
❑	**Preliminary Credential (P5)**
❑	**Preliminary Credential with a Renewal Code (without TPA and/or RICA** - MS only**)**
❑	**Program Sponsor Variable Term Waiver (without CSETs)**

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.1
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.

UCI Multiple Subject MAT Program

MENTOR TEACHER INFORMATION FORM

Please complete this information and fill out the Google Form by January 31, 2022.

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 Mentor Teacher this form, and input the information into the Google form in **Google Classroom** by midnight, January 31.

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

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 autorizaciòn para grabar en video durante instrucciòn

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 cooperative/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: _____

Đơn Xin Phép

Tên Học Sinh: _____

Tôi là phụ huynh/người giám hộ của em có tên trên đây. Tôi đã đọc hiểu lá thơ 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:** _____

Important Dates

January 19 & 20, 2022	**Mentor Teacher Orientation (zoom)**
Friday, February 18, 2022	**UCI MAT Job Fair**
Week of March 21, 2022	**Student Teacher Evaluations link available**
Monday, March 28, 2022	**Spring quarter begins. Candidates attend student teaching Monday - Friday.**
Friday, June 10, 2022	**Last day of student teaching**

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: https://basicneeds.uci.edu/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/

UCI MAT Program: https://education.uci.edu/mat-credential.html

Contact Information

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

vonaspen@uci.edu
(949) 824-4172