

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



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

*Engagement in our communities produces:*

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

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## **Criteria for Schools Selected as Clinical Placements for Fieldwork and Student Teaching:**

- Demonstrate a commitment to collaborative evidence-based practices and continuous improvement
- Partner with appropriate educational, social and community entities
- Place students with disabilities in Least Restrictive Environment (LRE)
- Provide robust programs and support for English learners
- Reflect socioeconomic and cultural diversity
- Permit video capture for candidate reflection and TPA completion
- Have a fully qualified site administrator

## The UCI School of Education administrates four teacher preparation pathways:

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

*\*Under certain circumstances, candidates may stay with the same mentor for both placements with the approval of the coordinator, mentor teacher and school leadership.*

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

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

permissions before recording (and make sure not to include students who are lacking parental permission).

- Candidates are observed 12 times by UCI supervisors (including 1-2 video observations) and provided formative assessment feedback aligned to the [Teaching Performance Expectations](#).
- Candidates will complete a state-mandated portfolio assessment ([edTPA](#)) during student teaching (usually due the end of March). Candidates are required to videotape instruction for this assessment.

## Who can serve as a site-based mentor teacher?

Someone who has...

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

## Who can serve as a site-based bilingual mentor teacher?

Someone who has...

- 3 or more years of full-time teaching experience *in a dual immersion classroom*
- Appropriate California teaching credential and *authorizations* to support the assigned student teacher
- Demonstrated exemplary teaching in *both languages* in or across disciplines and grade levels
- Expertise in developing and implementing California State Standards and frameworks
- Experience working collaboratively with other teachers
- Experience coaching pre-service *bilingual* teachers and/or beginning *bilingual* teachers in the past (and/or has experience mentoring adults)
- Has demonstrated a positive impact on student learning in a *dual immersion classroom*
- Identified by administrators as an effective *bilingual* teacher

## How does UCI support mentor teachers?

- Small stipend in recognition of their generosity and effort
- Fall and winter quarter orientations to make expectations clear and provide professional development
- Mentor Teacher Toolkit: <https://sites.google.com/uci.edu/uci-mentors/home> to provide on-time support and opportunities for mentors and candidates to learn together\*
- Certificates recognizing their contributions as a mentor and completion of mentor training
- 12 UCI supervisor visits (over the whole year) including 1-2 video observations
- Shared observation with a UCI supervisor
- Mentor teacher websites for each pathway
- Program coordinators available for extra visits, phone consultations and troubleshooting
- Professional development opportunities through UCI

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

## **What is the role of the mentor teacher during fall fieldwork and co-teaching?**

- **Meetings with Candidates:** A large part of mentoring during fieldwork is “making thinking visible”. The mentor teacher and student teacher should meet at least once a week to discuss the choices the mentor has made in instruction.
- **Providing Candidate Support**
  - Make space in the classroom for the candidate
  - Assist the candidate in becoming familiar with the schedule, the curriculum, the classroom management system, the record-keeping system, and the students.
  - Assist the candidate in becoming familiar with school facilities, policies, and procedures.
  - Participate in co-teaching roles that support the lesson being implemented and the students in the class
- **Evaluation**
  - Mentor Teachers will fill out an evaluation of the candidate at the end of the Fall quarter based on teacher dispositions, professionalism and progress on the Teaching Performance Expectations

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

### **Planning & Scheduling**

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

### **Providing Student Teacher Support**

- Co-teach with or observe the student teacher daily and provide feedback\*
- Conference with the candidate to co-plan lessons for the upcoming week and decide on the appropriate co-teaching roles
- Co-evaluate student work
- Meet with the candidate after completing the Teacher Candidate Assessment to discuss progress
- Participate in a shared observation with a UCI supervisor
- Conference with a UCI supervisor and candidate to complete the Individual Induction Plan (a document the candidates eventually share with their induction coordinator)

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

**Completing a Midterm and Final Student Teacher Evaluation**

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

**What are the unique features of each pathway?**

**CalTeach Undergraduate Program in Math and Science**

**CalTeach Fall Fieldwork and Co-Teaching**

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

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

The fieldwork+co-teaching experience is an opportunity for candidates to acquaint themselves with the school context, observe and think about teaching and learning as it unfolds in practice, and begin to acquire some of the skills and knowledge they will need as teachers. There is a \$100.00 stipend paid to mentor teachers for this portion of the placement.\*

**CalTeach Student Teaching**

	<b>Winter and Spring Quarters</b>	
	<b>Time in Classroom</b>	<b>Total Time</b>
<b>Co-Teaching</b> Candidates gradually take on a lead role	5 days per week (5 hours a day): Candidates teach two classes per day of the same preparation and participate in structured experiences at the school site.	Approximately 500 hours of structured clinical practice

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

\*CalTeach also works with Master Mentor Teachers in several districts. These are limited grant-funded positions and details about additional stipends for these mentors can be found in the Student Teaching Agreements approved by each district's school board.

## **MAT Multiple Subject Program and Bilingual Authorization Program**

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

2 placements = Fieldwork + student teaching	Fall Quarter 2018		Winter Quarter 2019	Spring Quarter 2019
	August– December Fieldwork + Co-Teaching		January – March Co-Teaching	April – June Co-Teaching
1 <sup>st</sup> Placement  <i>New UCI Mentor Teachers will complete 10 hours of CTC required training.</i>	2 days a week of observation and participation from the 1 <sup>st</sup> day of school until winter break.	5 days a week of student teaching (co- teaching) the last 2-3 weeks in December.		
2 <sup>nd</sup> Placement  <i>New UCI Mentor Teachers will complete 10 hours of CTC required training.</i>			4 days a week of co-teaching	5 days a week of co- teaching <i>Full assumption of responsibility last 4 weeks of the placement</i>
Hours	90+	80-120	240	300
	Placement 1		Placement 2*	
	Stipend for MT: \$100		Stipend for MT: \$150 per quarter	

The fieldwork + co-teaching experience is an opportunity for candidates to acquaint themselves with the school context, observe and think about teaching and learning as it unfolds in practice, and begin to acquire some of the skills and knowledge they will need as teachers. There is a \$100.00 stipend paid to mentor teachers for this portion of the placement. The student teaching experience is an opportunity for candidates to work collaboratively with their mentor teachers and gradually take on the role of lead instructor. There is a \$300.00 stipend paid to mentor teachers for this portion of the placement. \*\*

*\*Under certain circumstances, candidates may stay with the same mentor for both placements with the approval of the coordinator, mentor teacher and school leadership.*

*\*\*The MAT MS Bilingual program also works with bilingual Master Mentor teachers who provide additional support to mentors and student teachers. This is a limited grant-funded position and details about the additional stipend for this mentor can be found in the Student Teaching Agreements approved by the district's school board.*

## **MAT Single Subject Program**

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

**MAT Single Subject Fall Fieldwork and Co-Teaching**

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

	<b>FALL QUARTER</b>	
	<b>Time in Classroom</b>	<b>Total Time</b>
<b>Early Fieldwork and Co-Teaching</b> Beginning of school (varies with each district)	2 days per week	90+ hours
<b>Fulltime Co-Teaching</b> December – winter break	2 weeks fulltime	70 hours

The fieldwork + co-teaching experience is an opportunity for candidates to acquaint themselves with the school context, observe and think about teaching and learning as it unfolds in practice, and begin to acquire some of the skills and knowledge they will need as teachers. There is a \$100.00 stipend paid to mentor teachers for this portion of the placement.

**MAT Single Subject Student Teaching**

	<b>Winter and Spring Quarters</b>	
	<b>Time in Classroom</b>	<b>Total Time</b>
<b>Co-Teaching</b> Candidate gradually take on a lead role	5 days per week (full days): Candidates teach two classes per day of the same preparation and serve as a tutor in an academic support experience	Approximately 600 hours of structured clinical practice

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



**MAT Single Subject Residency Pathway (only applicable to Santa Ana Unified School District)**

The UCI School of Education has partnered with SAUSD on a residency grant that involves 8-10 science and math candidates. This grant requires that MAT candidates participate in all aspects of the work of a teacher for at least 50% of the year. For residency hours in winter and spring, refer to chart above. Mentor teacher compensation provided by UCI remains the same but additional compensation is provided by the district.

	<b>FALL QUARTER (Residents)</b>	
	<b>Time in Classroom</b>	<b>Total Time</b>
<b>Co-Teaching</b> Beginning of school (varies with each district)	2-3 days per week (16-20 hours)	160+ hours
<b>Fulltime Co-Teaching</b> December – winter break	2 weeks fulltime	70 hours

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

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

MAT: <http://education.uci.edu/matleadership.html>

CalTeach: <https://calteach.uci.edu/directory/>