

# INSTRUCTIONAL WORKLOAD POLICY

Non-Senate Instructional Unit

DEPARTMENT OF EDUCATION

## 1. The full-time Instructional Workload for this unit is 9 Instructional Workload Courses (or the equivalent) per academic year.

This instructional workload assumes that the faculty-instructor may participate in governance and in professional and university service, and that routine, normal service of this type will normally carry an instructional workload course (IWC) equivalency of 0. Where such participation or service is assigned and carries a significantly heavier load, an instructional workload equivalency may be assigned.

A list of equivalencies specific to this academic unit are indicated below.

Where class size is a consideration in assigning workload, anticipated class size, not actual, will be the basis of instructional workload assignments.

There may be Instructional Workload Equivalencies not foreseeable at this time: these will be assigned on an ad hoc basis to the extent that they appear to be one-time arrangements. Any which would appear likely to be repeated will require notification to UC/AFT and will be added to the formal Instructional Workload Policy.

### Equivalencies:

#### 1. Departmental courses which have equivalencies other than 1.0 IWC due to the number of units:

A 4-unit course is equivalent to one IWC. At 4 units per course, a teaching assignment of 3 courses per quarter (a total of 12 units or 3 IWC) is a 100% appointment for the quarter. Each 4-unit course assigned equals an appointment of 33%.


#### 2. Departmental courses which have equivalencies other than 1.0 IWC due to the number of students enrolled:

Quarter Appointment	Enrollment of 12 or more	Enrollment of 7-11	Enrollment of 4-6	Enrollment of 3 or fewer
4-unit course	33%	25%	17%	8%
3-unit course	25%	19%	12%	6%
2-unit course	17%	12%	8%	4%

3. Classes that are team-taught earn workload credit for each instructor in proportion to the contribution each instructor makes to teach the class. For example, if each instructor teaches half of the class meetings and is responsible for half of the class preparation, each receives half of the total workload credit for that class.

## 2. Duties in addition to teaching which, if assigned, carry workload credit, and assigned IWC equivalency:

No permanently defined duties.

 09/29/2010  
Deborah Lowe Vandell Date  
Chair, Department of Education

## **INSTRUCTIONAL WORKLOAD POLICY**

Non-Senate Instructional Unit

SCHOOL OF EDUCATION  
Supervisor of Teacher Education  
Fall Quarter Visits

Supervisor of Credential Candidate Student Teachers in the K-12 Classroom

- Supervision of student teachers in fall quarter to provide early support for candidates in fieldwork and early student teaching.
- Responsibilities include monitoring student teaching performance:
  - Meet with the mentor teacher in October to clarify program expectations and solicit feedback on the candidate's performance in fieldwork.
  - Observe student teachers a minimum of 2 times in the fall quarter, in mid-November and early December to a) provide feedback on lesson plans, b) observe lessons, c) conference with student teachers, d) conference with Master Teachers, e) write and post observation reports. Includes one video observation and use of a video analysis tool.
  - Make additional visits as necessary for at-risk candidates
  - Attend required program and course meetings (normally 2-3 per quarter)
  - Communicate with Program Coordinator about fieldwork and student teacher progress, including completing evaluations of student progress to be shared with coordinators
  - Working with the schools: As a representative of UCI's Teacher Credential Program, supervisors interact appropriately with school staff to maintain and enhance strong relationships.
  - Administrative Workload: other duties in addition to above will carry workload equivalency

**STE Workload**  
**Cal Teach Program, Effective Fall 2020**

Number of Students	Meetings, Training per quarter (constant hours)	Variable Hours (based on number of students) 6.5 + 1.5 hours per student **	Workload (Total Hours)	Workload (Total %)	Originally Proposed - Workload (Total %)
1	3	8	11	2.5%	2.0%
2	3	16	19	4.0%	3.5%
3	3	24	27	6.0%	5.0%
4	3	32	35	8.0%	6.5%
5	3	40	43	10.0%	8.0%
6	3	48	51	11.5%	9.5%
7	3	56	59	13.5%	11.0%
8	3	64	67	15.0%	12.5%
9	3	72	75	17.0%	14.0%
10	3	80	83	19.0%	15.0%

\*max for single subject is 8, multiple subject is 10

\*\*additional 1.5 hours built in per student for communications with program coordinator and schools

## INSTRUCTIONAL WORKLOAD POLICY

Non-Senate Instructional Unit

SCHOOL OF EDUCATION  
Supervisor of Teacher Education  
Fall Quarter

Supervisor of Credential Candidate Student Teachers in the K-12 Classroom

- Supervision of student teachers in fall quarter to provide early support for candidates in fieldwork and early student teaching.
- Responsibilities include monitoring student teaching performance:
  - Observe student teachers a minimum of **4** times in the fall quarter, in **September, October, November and December** to a) provide feedback on lesson plans, b) observe lessons, c) conference with student teachers, d) conference with Master Teachers, e) write and post observation reports. Includes ~~one~~ video observation(s) and use of a video analysis tool.
  - Make additional visits as necessary for at-risk candidates
  - Attend required program and course meetings (normally 2-3 per quarter)
  - Communicate with Program Coordinator about fieldwork and student teacher progress, including completing evaluations of student progress to be shared with coordinators
  - **Meet with each student teacher at the end of fall quarter to review progress on the Teaching Performance Expectations and assist with goal setting for winter quarter.**
  - Working with the schools: As a representative of UCI's Teacher Credential Program, supervisors interact appropriately with school staff to maintain and enhance strong relationships.
  - Administrative Workload: other duties in addition to above will carry workload equivalency

**STE Workload**  
**Fall Quarter**  
**effective Fall 2020**

<b>Number of Students</b>	<b>Meetings, Training per quarter (constant hours)</b>	<b>Variable Hours (based on number of students)14 hours per student</b>	<b>Workload (Total Hours)</b>	<b>Workload (Total %)</b>
1	6	14	20	4.5%
2	6	28	34	7.5%
3	6	42	48	10.5%
4	6	56	62	14.0%
5	6	70	76	17.0%
6	6	84	90	20.0%
7	6	98	104	24.0%
8	6	112	118	27.0%
9	6	126	132	30.0%
10	6	140	146	33.0%
11	6	154	160	36.0%
12	6	168	174	39.0%

\*max for single subject is 8, multiple subject is 10

\*\*additional 1.5 hours built in per student for communications with school administrator/teacher in case the need arises

## **INSTRUCTIONAL WORKLOAD POLICY**

Non-Senate Instructional Unit

SCHOOL OF EDUCATION  
Supervisor of Teacher Education  
Winter and Spring Quarter

Supervisor of Credential Candidate Student Teachers in the K-12 Classroom

- Supervision of student teachers in Winter and Spring quarters to cover a student teaching assignment of one semester in the schools.
- Responsibilities include monitoring student teaching performance:
  - Visit student teachers a minimum of 4 times during a quarter (normally one school semester), approximately every 4 weeks to a) observe lessons, b) conference with student teachers, c) conference with Master Teachers, d) write and post observation reports.
  - Make additional visits as necessary for at-risk candidates
  - Attend required meetings for program faculty and mentor teachers (normally 2 per quarter)
  - Communicate with Program Coordinator about student teacher progress, including completing evaluations of student progress to be shared with coordinators
  - Conference with Master Teachers to collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program.
  - edTPA
    - Support candidate in understanding and completing the submission of the Teaching Event (edTPA)
    - Participation in professional training including, annual scoring training for edTPA, and training associated with program improvement and mandated changes
- Working with the schools: As a representative of UCI's Teacher Credential Program, supervisors interact appropriately with school staff to maintain and enhance strong relationships.
- Administrative Workload: other duties in addition to above will carry workload equivalency

**STE Workload**  
**Winter and Spring Quarter**  
**effective Fall 2020**

<b>Number of Students</b>	<b>Meetings, Training per quarter (constant hours)</b>	<b>Variable Hours (based on number of students)14 hours per student</b>	<b>Workload (Total Hours)</b>	<b>Workload (Total %)</b>
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