UCI School of Education



Multiple Subject Credential + MAT Program

Student Teaching Handbook

Fall 2025

University of California, Irvine
School of Education
https://education.uci.edu/mat-elementary

Table of Contents

Message from the Coordinator 3

MAT Five Core Commitments 4

Multiple Subject Credential + MAT Program Overview (14 months) 5

Bilingual Authorization Program 6

Fieldwork and Student Teaching Overview 6

- Fieldwork and Student Teaching Progression During Fall Quarter 2025 7
- Timeline of Fieldwork Experience and Student Teaching Responsibilities 8
- Clinical Practice Hours 9
- Paired Placements 9
- Attendance at School Placement 10
- Professional Attire & Conduct 10
- Use of Technology at Placement 10
- Professional Communication 11
- UCI Multiple Subject Program Substitute Teaching Policy 11

Norms for Student Teaching 12

Mentorship 13

- Guidelines for Mentor Teachers 14
- Mentor Teacher Website 14
- Mentor Practices and Tools 14
- Co-Teaching 16

University Supervision 17

- Supervisor Roles and Responsibilities 17
- Fall Quarter Supervision/Evaluation Timeline 18
- Video Analysis Protocol 19

edTPA 19

- What is the edTPA? 19
- How can Mentor Teachers Support Their Candidates? 25
- edTPA Program Supports for Candidates 25

Literacy Performance Assessment (SB 488) 26

California Dyslexia Guidelines 26

Appendix 25

- California Teaching Performance Expectations (TPEs) 28
- Teaching Performance Expectations 28
- Fieldwork & Student Teaching Documents 28
- Supervisor Observation Documents 29

Message from the Multiple Subject Program Coordinator

Welcome to the MAT Community!

To the Candidates in the MAT Program–we are glad that you are here. More importantly, we are excited for the journey you will be embarking on for the next 14 months. Not only will you deepen your knowledge of research-based theories and pedagogies that ground our work as education professionals, but you will have the experience of working closely with students, teacher practitioners, and university supervisors to grow your craft as future educators.

To the mentor teachers and supervisors–I cannot begin to express my appreciation for the work that you do to guide and support the next generation of aspiring teachers. Your work is a work of love, both for the love of mentorship and for the love of the field of education. The time that you take to co-plan/co-teach/co-assess with your student teacher, model your teaching practices, give constructive feedback on lessons, and make your thinking visible is invaluable to our candidates' growth and development.

In this handbook, you will find detailed information about the MAT Program's core commitments, course progression, field placement expectations, and resources. I encourage you to peruse through the handbook thoroughly, as it contains important information that will support your respective roles in the program. The handbook is a live document, and updates may be added as MAT Program, UCI, or CTC policies change. I will notify you directly should there be any updates during the course of the program.

I look forward to our partnership this year as we work to prepare our preservice teachers to become equity-minded educators and change agents for our future generation of students. The impact that a teacher has on the lives of students is immeasurable. Let us work together to create a future where dreams deferred become dreams realized.

In Community,

Evelyn Young
Multiple Subject Program Coordinator
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MAT Five Core Commitments



Essential to our theory of action is that classrooms are nested inside of schools, that are situated inside of communities, with both shared and unique histories, cultures, norms, and practices. Thus, the organization of courses and field experiences intend to work in a reciprocal fashion to support candidates learning to recognize how classroom contexts are shaped by and shape their local school, district and community contexts and how to identify and draw on the strengths that students bring to bear on their learning from their personal and cultural communities (Bronfenbrenner, 1994; Moll et al., 1992; Zeichner, 2010). At the same time, candidates are challenged to consider how educational systems, through policies and practices, serve to privilege some students and oppress others and perpetuate educational inequities (Berry, 2021; Ladson-Billings, 1999; Ladson-Billings & Tate, 1995).

The MAT + Credential Program is thoughtfully designed to address five core commitments:

Equity, Inclusion and Social Justice: We prepare candidates to recognize and disrupt oppressive and racist practices and policies and continually act to humanize the curriculum. We interrogate power hierarchies and privileges associated with various identity markers, in particular gender, race, ethnicity, ability, and language, which are manifested in various aspects of the educational system from policy, structure, to practice. As a program, we draw on research on (in)equity, inclusivity, socio-cultural and critical theories on learning. In solidarity with candidates and communities, we work to transform classrooms into places rooted in love, joy, and equity-centered practices.

Understanding Learners and Learning: We prepare candidates who can attend to and leverage students' intellectual, social and cultural repertoires and assets to design culturally sustaining learning experiences. Candidates will explore contemporary theories of learning and development, while also observing and reflecting on those theories in context.

Teaching and Learning In and Across Content Areas: We strive to prepare candidates to teach in the content areas in ways that disrupt and expand historically settled notions of disciplinary boundaries and what counts as knowledge and ways of knowing. We support candidates' development of deep understanding of the disciplines as well as research-based pedagogy unique to each discipline. Candidates learn discipline specific as well as interdisciplinary practices for teaching in and across content areas.

Learning from Teaching: We prepare candidates to develop dispositions and practices to continuously learn in and from teaching, by interrogating their own positionality, histories and identities and the socio-political histories of the disciplines and education broadly. Candidates learn to systematically and collaboratively inquire about problems of practice, make informed decisions using multiple forms of evidence and adopt critical lenses to interrogate educational practices that perpetuate inequities.

Leadership and Agency: We prepare candidates to be agents of change, working toward a more just society through collaborative efforts in classrooms, school sites, districts, and communities. We encourage candidates to become the next generation of teacher leaders who can inspire and empower fellow educators. Candidates begin to learn to use their agency to navigate the political landscapes of educational environments to center students and their right to learn and be heard at the core of their improvement work.

Multiple Subject Credential + MAT Program Overview (14 months)

Orientation, 6/20 9:00 am-3:00 pm BAP Orientation, 6/20 3:30-5:00 pm	**Summer 1** (Session 1) June-July	**Summer 1** (Session 2) Aug.-Sept.	**Fall** September - December	**Winter** January - March	**Spring** March - June	**Summer 2** **(Session 1)** June - July
Dates	June 23 - July 25	Aug 4 - Sept 5	Sept 22 - Dec 12 Some classes begin 9/15	Jan 5 - March 20	March 30 - June 12	June 22 - July 24
Teaching and Learning in the Content Areas: *Candidates develop effective teaching practices that support students' learning in specific disciplines.*		364 Instructional Design and Ed. Tech in the Elementary Classroom (2)	301 Fieldwork Seminar (2)	304/306 Student Teaching Seminar (8)	304/306 Student Teaching Seminar (12)	
		323A Science Methods (2)	320 P.E./Health (2)	322B Math Methods (4)	325 Teaching Visual and Performing Arts (2)	
			322A Math Methods (4)	362 ELA/ELD (4)	359 Social Studies and Information Literacy (4)	
			323B Science Methods (2)			
			326 Methods for Elementary Reading (4)			
Learners and Learning: *Candidates deepen their understanding about learners across various developmental stages and how to assess and respond to individual needs.*	241 Children's Sense Making (Science) (2)	357 Foundational Reading (4)	202 Outcomes of Schooling -- Student Assessment (4)			
	374 Learning and Child Development (4)					
Equity, Inclusion and Social Justice: *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)		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.*				246 Teaching Investigation: Identifying Dilemmas of Practice (4)	247 Teaching Investigation: Exploring the Dilemmas of Practice (4)	248 Understanding Teacher Agency (4) **CAPSTONE CONFERENCE**
Bilingual Authorization Program			298 Independent Study (BAP Candidates Only) (2)	298 Independent Study (BAP Candidates Only) (1)	298 Independent Study (BAP Candidates Only) (1)	
90 Quarter Units	10 units	12 units	20 units / 22 units (BAP)	22 units / 23 units (BAP)	22 units / 23 units (BAP)	6 units
UCI Class Schedule	MW 9:00 - 5:20	MW 9:00 - 6:50	MW 4:30-7:20 F 9:00-3:50	F 9:00-4:00 + 2-3 evenings ~ 4:30 - 7:20	3 evenings ~ 4:30 - 7:20	MW 1-6:50
Fieldwork and Student Teaching Requirements		**Fieldwork**	**Student Teaching**	**Student Teaching**		
		Begins on the first day of staff development to Dec. 5 (Tu/Th)	M-F Dec. 8 - Dec. 19	4 days a week (M-Th)	M-F until last day of school	
Clinical Hours			150+	250+	300+	
Assessments	Pass CSET			edTPA (~$300)	CPR Certification Constitution	

BAP Candidates take ED 298: BAP Seminars throughout the year for an additional 4 units.

Bilingual Authorization Program-Spanish

MAT BAP candidates use their biliteracy to support students who are learning in two languages. Candidates take the same courses as the MAT candidates, with an additional course focused on dual language theory and pedagogy. BAP candidates are placed in a dual language immersion K-6 classroom throughout the year.

For additional information, see the Bilingual Authorization Program website.

Fieldwork and Student Teaching Overview

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

The fall placement is a candidate's first placement, and for some candidates, their first experience in an elementary school classroom as an adult. The fall placement starts out as fieldwork observation and participation, with the candidate observing and assisting the mentor teacher. The candidate eventually advances to full-time student teaching during the last two weeks in December and attends student teaching M-F. In January, the candidates start a new student teaching placement in order to have an alternate grade level experience. Candidates will be at their student teaching site M-Th during the winter quarter and M-F during the spring quarter.

The UCI Multiple Subject Coordinator arranges the placements in collaboration with school and district administrators. Candidates attend their school placement starting with the first day of school for staff, unless a UCI class is scheduled that day. Due to university policies, candidates are required to prioritize UCI courses and functions over school activities at their placement sites. Unfortunately, that may mean missing the First Day of School, Open House, field trips, or 6th grade camp due to conflicting schedules with university courses.

Each candidate is assigned a UCI supervisor who visits the classroom to meet with both the candidate and mentor teacher. The supervisor formally observes/evaluates the candidate four times each quarter, 3 of which are in-person and 1 is video recorded.

<table>
<tr><th colspan="2">PLACEMENT 1</th><th colspan="2">PLACEMENT 2</th></tr>
<tr><td colspan="2">Stipend for MT: $100*</td><td colspan="2">Stipend for MT: $150 each quarter</td></tr>
<tr><td colspan="2">Fall Quarter
2025</td><td>Winter Quarter
2026</td><td>Spring Quarter
2026</td></tr>
<tr><td>August - December
Fieldwork</td><td>December (last 2 weeks)
Student Teaching</td><td>January - March
Student Teaching</td><td>April - June
Student Teaching</td></tr>
<tr><td>Tu/Th
Observation and participation from the 1st day of staff development until December 6</td><td>M-F
• Plan and teach at least 2 full lessons each week
• Co-teach with mentor teacher the rest of the time</td><td>M-Th
• Assume increasing takeover in ELA and math
• Co-teaching is approved and encouraged</td><td>M-F
• Assume increasing takeover in all subjects
• Take role as lead teacher for 4 weeks
• Co-teaching is approved</td></tr>
<tr><td colspan="2">150+ hours</td><td>240+ hours</td><td>300+ hours</td></tr>
</table>

Note: Stipends are paid out in Spring 2026

Fieldwork & Student Teaching Progression during Fall Quarter 2025

	August-September	October	November	December
Student Teaching	First Day of Staff Development-Dec. 5 Tuesdays and Thursday			Dec. 8-Dec. 19 Monday – Friday
Building Rapport	• Meet with MT • Meet students • Meet principal • Meet other school staff • Observe how MT learns about students • Observe how MT interacts and connects with parents • Attend school events (as long as it does not interfere with UCI classes)	• Maintain open communication w/MT • Interact with every student, daily • Offer classroom support to MT • Get acquainted with the principal and other school staff	• Collaborate and communicate with MT consistently. • Know each student in the class: learn more about their strengths + needs • Maintain positive rapport with school staff and families	TPE 1.1 Candidate uses knowledge of students to plan learning experiences. • Plan and teach 2 lessons each week • Co-teach with mentor teacher
Classroom Culture	• Observe how MT creates a positive and affirming classroom culture • Observe MT's use of routines and procedures • Observe MT's transitions between tasks • Circulate while MT is teaching to support students' needs	• Recognize and build on students' assets • Support a positive and affirming classroom environment • Take over routines: e.g. walk students to recess/lab/P.E, pick students up from recess, lunch, etc. • Classroom business: attendance, homework, calendar, notes, collect belongings, etc.	• Maintain a positive and affirming classroom culture • Utilize established routines and procedures	TPE 2 Candidate fosters a caring community where each student is treated daily and respectfully by adults and peers.
Working with Students/ Instruction	• Observe MT teaching • Look at student work with MT • Assist MT by working with individual students • Assist MT by administering individual assessments • Circulate around the room while MT is teaching to support students • Observe how your MT plans and designs lessons • Inform MT of any UCI assignments that require working with students	• Participate in planning with the MT • Consistently work with a small group of students to provide academic support • Address the whole class for routine tasks: picking up Chromebooks, transitions between tasks, clean up, etc. • Collaborate with MT when reviewing/assessing student work • Plan with MT to set up time to complete UCI assignments	• Instruct and assess students individually, in small groups and the whole class. • Complete UCI assignments that require planning and teaching lessons. • Co-teach with MT • Teach whole class and/or small group lesson (lessons planned by, or in collaboration with MT)	TPE 3.3 and 5.1 Candidate plans and teaches at least 2 lessons/week and co-teaches with MT daily.
Co-Teaching Strategies Visit this link for more information about mentoring practices	Supportive Co-teaching • One teach/One observe • One teach/One support • One teach/One assist	Supportive Co-teaching Complementary Co-teaching • Record and Edit • Demonstrations	Supportive Co-Teaching Complementary Co-teaching • Parallel Teaching • Team Teaching • Co-Teaching	TPE 4.4 and 6.3 Candidate co-plans, co-teaches and co-assesses with mentor teacher and other school colleagues. • Co-Planning • Analyzing Student Work Together

edTPA: Mathematics Assessment Task 4	Multiple subject candidates complete a CTC required performance assessment in mathematics during the Fall quarter. Visit this link for more information about the Mathematics Assessment Task.	MT and Candidate select a math learning segment consisting of 3-5 lessons taught by the Candidate or the MT that builds on students' conceptual understanding, computational/procedural fluency, AND mathematical reasoning/problem-solving skills. Candidate asks MT to help identify a formative assessment that the whole class completed as part of the learning segment. Candidate completes a Learning Segment Overview that provides context for the formative assessment.	Candidate collects and makes copies of the whole class completed formative assessment. Candidate analyzes the whole class results of the formative assessment. Candidate identifies the three focus students and plans the re-engagement lesson.	Candidate teaches one lesson to at least the 3 focus students (can be a larger group or the whole class). Candidate collects the re-engagement assessments from the lesson. Candidate evaluates the effectiveness of the strategies used during the re-engagement lesson. Candidate writes the Literacy Task commentary.
Supervision	Supervisor meet/greet with mentor teacher	Fall Observation/Evaluations #1-3: 2 in-person, 1 recorded		Fall Observation/ Evaluations #4: Candidate Progress Check with ST-MT-Supervisor
UCI Courses	Summer: Mon. & Wed. Fall: Mon., Wed., & Fri.			UCI courses conclude by 12/5 to allow for 2 weeks of full-time student teaching
Clinical Hours	150+ hours			

Timeline of Fieldwork Experience & Student Teaching Responsibilities

Fall placement is our candidate's first exposure to fieldwork and student teaching. From August to Dec. 5, candidates are in their Fieldwork Experience, and they will begin full-time student teaching on Dec. 8. The CTC provides the following definitions for Fieldwork Experience and Student Teaching:

Fieldwork Experience: "Student participation in program activity which takes place in a K-12 setting, but during which the candidate does not assume responsibility for daily student teaching. These are experiences in a professional preparation program that expose credential candidates to a variety of instructional activities. These might include classrooms, resource rooms, and other settings where instructional activities occur."

Student Teaching: "Student teaching encompasses experiences within a professional teacher preparation program that provide credential candidates with a variety of instructional activities within the school setting. Student teaching must include a specified period of time during which the candidate has whole-class instructional responsibility."

Candidates are not expected to "take over" the classroom during their two weeks of full-time student teaching in December. Mentor teachers should continue to co-plan and co-teach with the candidates as they begin to assume their student teaching responsibilities.

	August	September	October	November - December 5	December 8-19
Building Rapport (getting to know the students and the school community)	✓	✓	✓	✓	✓
Observing & Assisting (taking notes, circulating, assisting students 1:1)	✓	✓	✓	✓	✓
Handling Classroom Routines (e.g. taking attendance, walking students to lunch, facilitating morning work)		✓	✓	✓	✓
Facilitating Small Group Instruction with Co-Planning/Co-Teaching			✓	✓	✓
Facilitating Whole Class Instruction with Co-Planning/Co-Teaching			✓ (if required for coursework, with support)	✓ (1-2 lesson a week, with support)	✓ (2-5 lessons a week, with support)

Clinical Practice Hours

The CTC requires 600 hours of clinical practice from every credential candidate. Student teachers use a log sheet to track their hours. They will submit this log to their Google Classroom at the end of fall, winter, and spring quarters. Mentor teacher is expected to verify that the hours logged are accurate and true.

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. Lunch and recess do not count towards their required hours.

MS 2025-2026 Log of Hours

Paired Placements

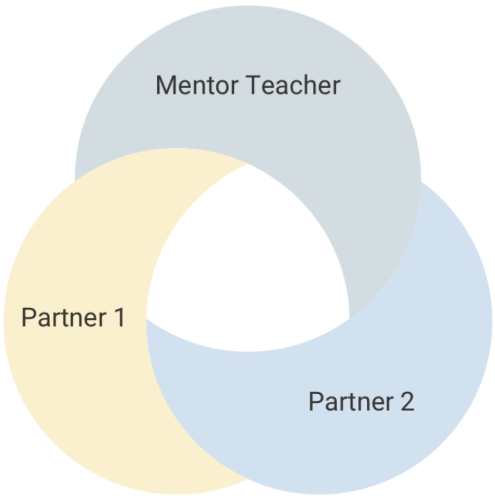
A paired placement provides opportunities for collaboration, support, and growth. Research has shown that paired placements increase the opportunities for collaboration and differentiation for students. **Candidates in the Multiple Subject Program might be in a paired placement for at least one placement.**

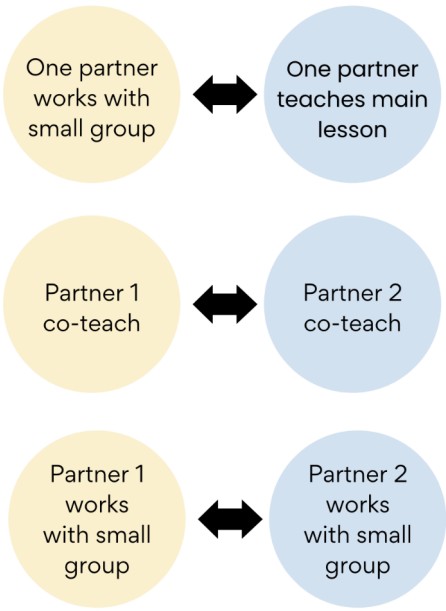
In a paired placement, two UCI teacher candidates are in the same classroom with the same mentor teacher. The paired placement allows for greater collaboration between the two UCI candidates and the mentor teacher. The collaboration enables the candidates to better meet the needs of students, as well as have regular opportunities for reflection and productive discussions about teaching and learning even when the mentor teacher is not available.

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

Attendance requirement for fieldwork during fall quarter is 2 full days a week until the end of the first week in December, then Monday-Friday starting December 9 until school goes on break.

A full school day is defined as arriving at *minimum* 30 minutes before the first bell and leaving no earlier than 30 minutes after the end of the school day. Student teacher's arrival and departure time may be adjusted to better meet the scheduling needs of both the mentor teacher and the student teacher.

Student teachers are expected to promptly inform their mentor teachers of any absence, and copy their MAT coordinator. 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 their program coordinator to discuss their options.

NOTE: The only acceptable reasons for student teachers being absent from the teaching assignment include personal or family illness or serious personal or family emergency. Other absences will not be excused. Students will need to notify the school office, the MT, and the Multiple Subject Program Coordinator prior to being absent or as soon as possible. Excessive absences and or tardiness may be cause for removal from the program, and will negatively impact class grades.

Professional Attire & Conduct

When working at a school site, candidates are not only representatives of the University of California and the MAT program, but they also serve as role models to the students they work with.

Candidates are to adhere to the following:

- Display professional demeanor at all times. Remember that every moment at the school site is a job interview.
- Refrain from using foul language, gossiping, or having inappropriate conversations with students or school staff.
- Follow the district's social media policy for public and private use.

- Project a professional image at all times by wearing “academic professional” attire. If a staff dress code is available, candidates are expected to adhere to it.

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

Use Of Technology At Placement

Please discuss the appropriate use of cell phones, laptops, and other devices while candidates are at school placement. Some schools have a strict policy of no cell phone use during the school day while students are present, while other schools may encourage candidates to keep their phone on them in case of an emergency. There will be many UCI assignments that require observations of the mentor teacher and the students. Check with the mentor teacher about the use of a laptop (or other device) for these observations. Candidates should not work on UCI classroom assignments during instructional time at placement unless approved by the mentor teacher.

Professional Communication

Candidates are expected to show professionalism when communicating with their mentor teachers, supervisors, school faculty and 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.**

Determine with your mentor teacher and supervisor what the best mode of communication is during and off school hours. Mentor teachers and supervisors may not respond to emails, text messages, or calls during holidays and weekends. If that is the case, be sure to submit your lesson plan prior to their non-working hours so that they have time to look over your work before you teach the lesson.

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.

- In fall quarter, candidates may substitute teach only for their mentor teacher, only for one day at a time, and no more than 1 day a week, or twice a month. 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 hours do not count towards clinical hours.**

Candidates may apply for a 30-Day Emergency Substitute Permit in person through the Orange County Department of Education (OCDE) or online through the Commission on Teacher Credentialing. Fingerprinting is required to apply for a substitute permit. Please note that a substitute permit obtained at the OCDE may not be transferable to schools outside of Orange County.

Your school administrator can inform you of specific district or school site policies regarding substitute teaching. Not all districts allow student teachers to substitute and not all districts have open substitute lists. *Contact individual school districts regarding application procedures.*

📌 For additional candidate fieldwork and student teaching expectations, please review the Candidate Fieldwork and Student Teaching Contract which candidates sign in June/July before starting fieldwork and student teaching.

Norms for Fieldwork & Student Teaching

Mentor teachers and student teachers are to create a set of norms, collaboratively, during the first week of fieldwork. Norms are meant to allow each person to share expectations for the student teaching experience, time commitment, daily responsibilities, communication protocol, etc. It is important to 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 these for ideas/suggestions but please create your own that fit the needs of the students, mentor, and candidate(s).

Attendance	Communication	Professionalism
• I will attend fieldwork every ____ • I will arrive at ____ and leave at ____ • If I will be absent due to an emergency or serious illness, I should ____ • If I would like to come an additional day or complete extra hours I will let my MT know in advance in person, by phone or email ____ ahead of time	• The best way to communicate with my mentor teacher in case of an emergency is ____ • I will communicate with my mentor teacher regarding assignments by ____ • If I plan to teach a routine or lesson, I should ____ • We will communicate about substitute teaching, events to attend, and emergency Procedures by ____	• I will use these strategies for getting to the know the students quickly: ____ • I will use these strategies for creating and nurturing a community and a positive, affirming, and effective classroom environment: ____ • These are ways in which I can be an active participant in the classroom: ____ • When my mentor teacher is busy and I am not sure what to do, I should ____ • I will get to know the staff and faculty by ____ • Interacting appropriately and professionally with parents means I will ____ • Appropriate attire at this school means ____ • Appropriate use of technology means ____

Norms for Fieldwork & Student Teaching

Mentorship

Mentor Teacher Roles & Responsibilities

The role of the mentor teacher is critical to the success of the student teacher, not only during student teaching but in assisting with the development of the candidate as a reflective practitioner ready to meet the diverse needs of California's student populations.

UCI Mentor Teacher Qualifications:

- 3 or more years of full-teaching experience
- equity-minded and exemplary teacher in their discipline
- expertise in developing and implementing Common Core and state standards 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
- is able to make space in the 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, co-teaching, focused observation, and feedback

UCI Expectations for Mentor Support:

- Allow the student teacher to help with instruction and planning
- Invite the student teacher to participate in meetings (PLC, departmental, faculty, etc.)
- Provide consistent feedback on instruction and on any curriculum the student teacher develops
- Collaborate with the student teacher on assessment strategies/guidelines
- Allow the student teacher to observe/review aspects of the mentor teachers' instruction when possible
- Consult with the student teacher in order to provide appropriate support to particular students (IEP, 504, GATE, etc.)
- Complete three brief online evaluations of the student teacher at the end of each quarter (fall, winter, and spring quarter)
- Complete the Mentor Teacher Survey administered by the CTC each year (UCI coordinators will send a link at the end of the year)

New Mentor Teacher Professional Development Opportunities:
The Commission on Teacher Credentialing requires that all mentor teachers new to UCI engage in 10 hours of professional development on effective mentoring. UCI provides several online modules and attending UCI virtual meetings counts towards the hours in addition to district training and professional development.

For all new UCI mentors, 5 of the required hours will be completed through attending a summer and fall orientation and collaborating with UCI supervisors during fall visits. The remaining five hours can be completed through embedded work as a mentor, other professional development opportunities that we'll announce, or 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.

If you have been a mentor teacher for UCI recently, you are not required to complete these 10 hours. Moreover, the MAT Program will give 8 hours of credit to mentor teachers who have served as an Induction Mentor. However, we encourage you to engage in modules or Mentor PDs you find useful for providing support to your student teacher.

List of ways to complete the 10 required hours: MS Mentor Teacher PD Opportunities

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.
- ☐ Communicate with your student teacher's supervisor or coordinator if any issue arises that you're not able to resolve, or are wondering about.

Planning

- ☐ Set up a dedicated time to meet each week to talk and/or plan for the following week.
- ☐ Plan a schedule for the assumption of teaching responsibilities with the candidate. The goal is to scaffold the candidate to assume increasing responsibility throughout the fall quarter.

Support

- ☐ 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.
- ☐ Assist the candidate in becoming familiar with the students, schedule, curriculum, routines for fostering a positive and affirming classroom culture, and a 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, co-teaching, pre-briefing, debriefing, and analyzing student assessments.
- ☐ Model how to make instructional decisions based on evidence of student learning.
- ☐ Invite your student teacher to collaboration meetings.
- ☐ Pre-brief before a lesson, debrief after co-teaching, and model what reflection looks/sounds like.
- ☐ Ask questions about what you are both noticing and 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.

Note: 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.

Mentor Teacher Website

Mentor teachers will receive information and updates from the Multiple Subject Program Coordinator, Evelyn Young, about program expectations, assignments and evaluations. These messages and other program information will be archived on the MAT MS Mentor Teacher Website maintained for mentor teachers. This website will serve as a source of information and program updates.

Mentoring Practices and Tools

UCI Mentor Teachers: 10 Hours of Professional Development
The Art of Mentoring Consists of 6 Practices

Making your thinking explicit	**Modeling the work of teaching**	**Pre-briefing and debriefing**	**Co-planning with feedback**	**Co-Teaching**	**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.	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 ELs time to rehearse when speaking in groups ● give both oral and written reminders	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.	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.	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	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.

*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/)

PD Modules for Bilingual Authorization Program MS Mentor Teachers			
Introductory Module	**Translanguaging**	**Bridging Lessons**	**BAP Resources**
This introductory module is intended for BAP MS Mentors teaching at dual language immersion elementary school sites. It will include essential documents that are embedded in our program. The subsequent modules will help you support key concepts bilingual candidates will learn this year in the program.	In this webinar, you will see how spaces are created to incorporate translanguaging in dual language immersion classrooms while following a 90/10 or 50/50 model. Note that these spaces that are created are strategic and purposeful. They allow students to understand a new concept(s), connect them to ideas that have already been introduced in the other language, develop metalinguistic and metacognitive knowledge and most importantly, *validate their home language* that allows them to process information at a deeper level.	A bridging lesson or cross language instruction brings the two languages together to include a contrastive analysis of the similarities and differences of the linguistic features found in Spanish and English. These lessons are purposeful and target specific features that help multilingual learners develop their metalinguistic awareness of Spanish and English. This transfer of knowledge from either language helps our multilingual learners take a closer look at what they know in one language and how they make these	Learn more about our BAP and other resources used in our BAP seminars and/or undergraduate bilingual education minor courses

		connections in another. The lessons vary in length and can occur before, during or after a content area lesson/ unit of study. They can also address a specific need found after analyzing their performance in speaking, reading and/or writing.	

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 candidates to gain more skills and confidence.
- Provides a model that is conducive to collaboration and working with other colleagues in the same classroom.

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,both mentor teacher and student teacher are active participants and support each other as they plan, organize, teach, and assess. 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 Strategies & Examples

One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. *Example: One teacher can observe students for their understanding of directions while the other leads.*

One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. *Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.*
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. *Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.*
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. *Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.*

Visit this link for more information about mentoring practices

Stipends & Gift Cards

Mentor teachers receive a $100 stipend per student teacher for fall quarter. You do not need to fill out any paperwork as UCI has an agreement in place with your district.

Thank You

This program could not exist without your willingness to help train the teachers of the future. We know the challenges that come with being a mentor and the additional work it can add to an already busy schedule. Please do not hesitate to contact the coordinator with any questions, comments, or concerns.

🎥 Here is a brief video about the importance and benefits of working with a UCI student teacher.

University Supervision

Supervisor Roles & Responsibilities

A UCI Multiple Subject Supervisor will be assigned to a group of candidates. The primary responsibility of the Supervisor is to provide feedback and support the candidates. Supervisors are also responsible for communicating program expectations. During site visits and observations, supervisors will address any concerns and/or questions a mentor teacher may have about the candidate's progress. Supervisors maintain ongoing communication with the Multiple Subject Program Coordinator on all student teaching related issues.

Supervisors will meet and greet the mentor teacher in September, answer questions, and check in with the mentor teacher and school administrator. The supervisor will seek and provide feedback on how the candidate is performing early in the fieldwork placement. By the end of the fall quarter, the supervisor will have completed 4 observations/ evaluations of the candidate (3 in-person and 1 recorded). The purpose of these observations is to support the candidate in developing rapport and competence with small groups and presenting a lesson segment or full lesson.

Guidelines for Supervisor Visits

Before the visit:

- Determine date and time of observation - the supervisor will arrange a date that they will be at the school site and the ST and MT will sign up for an observation time that works best for them. For the STs and MTs

who are at the same site, please coordinate with one another the observation times that work best for everyone.
- Discuss with the ST if there will be a particular area of focus for the visit.
- Provide feedback on the lesson plan prior to the observation – STs will share the lesson plan with both their supervisor and MT at least 48 hours prior to the lesson.

During the visit:
- Observe the lesson and take notes in the MS Supervisor-Candidate Formative Evaluation (TPEs & BTPEs). Supervisor may walk around during this time to listen to the students' conversations and/or ask questions to draw out students' thinking.
- Debrief with the ST after the lesson. MT are encouraged to participate in the post-observation debrief since they may provide an insider perspective that the supervisor is unaware of.
- Check in with the MT to see how the ST is doing.

After the visit:
- Complete observations notes on the Supervisor-Candidate Formative Evaluation form and send to the ST within 48 hours after the observation.
- Complete survey on QuestionPro within 48 hours after the observation.
- Respond to candidates' Action Plan on Google Classroom.
- Contact the coordinator regarding "at-risk" students or any other concerns.

Fall Quarter Supervision Observation/Evaluation Timeline

	Sept. - Oct.	October - November		November	December
Est. Time Frame	Meet & Greet (9/23-10/2)	Fall #1 (10/7-10/16)	Fall #2 (10/21-10/30)	Fall #3 (Record between 11/4-11/13; Debrief between 11/17-11/25)	Fall #4 Candidate Progress Check (no observation) (12/2-12/10) All documents must be submitted by 12/10
Mode	In Person or on Zoom	In Person	In Person	Record and upload video by 11/16	In Person
Lesson Focus		Implement a Notice & Wonder math instructional routine	Plan and teach a reading lesson to small group of students	Plan and teach a math lesson	N/A
TPE Goals		• Promote critical thinking (1.5) • Promote communication strategies (4.7)	• Use evidence-based literacy instruction (7.1) • Reflect on teaching practice (6.1)	Using: • Math Language Routines • Sample Language Supports AND • All TPEs	• Progress check on all TPEs

Video Analysis Protocol

For Fall 3 observation, teacher candidates will record a video lesson and analyze it for evidence of Language Support, Making Thinking Visible, and Classroom Culture. Below is the protocol to follow for recorded lessons.

Directions:

1. Use the video analysis criteria to identify evidence of Language Support, Making Thinking Visible, and Classroom Culture in Candidate uploads video of a complete lesson to the shared OneDrive folder.
2. Candidate watches the video and completes the Recorded Observation Annotation (make a copy).
    a. Change the filename for your Recorded Observation Annotation to (first and last name)(quarter)(observation#) - Recorded Observation Annotation [Example: Stacy Yung Fall 3 - Recorded Observation Annotation]
    b. Identify 2-3 examples of evidence with timestamps from the video for each focus area below. Evidence may be something the teacher does, something the students are doing, or a missed opportunity. Add comments to explain your examples and include missed opportunities if you notice any in your video.

Annotations	Examples and Evidence
L	**Language supports and scaffolds for English learners & academic language** • Candidate use of language supports • Evidence of student's use of target language demands
M	**Making Student Thinking Visible** • Evidence of candidate's prompt to elicit student learning • Evidence of student learning • Evidence of rigor/productive academic struggle
C	**Classroom Culture** • Routines and procedures • Equity strategies
O	(optional) **Other** Highlight anything you would like to discuss with your Supervisor

3. Upload the completed Recorded Observation Annotation to the same shared OneDrive folder.

edTPA

What is the edTPA?

As required by SB2042, all credential candidates in California must complete a Teaching Performance Assessment (TPA). 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. A portion of the test requires candidates to video record themselves teaching their planned learning segment and collect and analyze student assessments. Candidates submit their completed portfolio for scoring as part of a national pool at the end of March.

The edTPA consists of 4 tasks for Multiple Subject Candidates.

- Task 1-3: Literacy, submit to Pearson in March
- Task 4: Mathematics, due to UCI in December; submit to Pearson in March

<table>
<tr><th colspan="3">Literacy</th><th colspan="2">Mathematics</th></tr>
<tr><td>Task 1:
Planning for Literacy Instruction and Assessment</td><td>Task 2:
Instructing and Engaging Students in Literacy Learning</td><td>Task 3
Assessing Students' Literacy Learning</td><td colspan="2">Task 4:
Assessing Students' Mathematics Learning</td></tr>
<tr><td colspan="3">Throughout the learning segment, Candidate should demonstrate their understanding of the connections among foundational skills, language development, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary text with meaning meaning and effective expression.</td><td>Part I:
Assessing Student Work</td><td>Part 2:
Designing a Re-Engagement Lesson</td></tr>
<tr><td>3-5 lesson plans building toward a central focus

assessment + instructional materials

planning commentary</td><td>10-20 minute video of instruction

instruction commentary</td><td>collect student assessment for analysis

evidence of feedback to students (written, video or audio)

assessment commentary</td><td>MT and Candidate select a math learning segment consisting of 3-5 lessons taught by the Candidate or the MT that builds on students' conceptual understanding, computational/procedural fluency, AND mathematical reasoning/problem-solving skills.

Candidate analyzes a whole class formative assessment from this learning segment (written work, video, or audio).

Candidate identifies 3 focus students who demonstrated a math struggle from the formative assessment.</td><td>Candidate designs 1 re-engagement lesson and a new assessment for the 3 focus student.

Candidate teaches the lesson to the 3 focus students. Other students may be included in this lesson.

Candidate analyzes assessment from the re-engagement lesson (written work, video, or audio)</td></tr>
</table>

Suggested Timeline for Mathematics Task 4

October	November	December
• Candidate asks the mentor teacher to help identify a learning segment with a focus on building students' conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving 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.

Understanding Conceptual Understanding, Procedural Skill and Fluency, and Mathematical reasoning/Problem Solving
Conceptual understanding: The word *understand* is used in the standards to set explicit expectations for conceptual understanding. Teachers focus on much more than "how to get the answer"; they support students' ability to access concepts from a number of different perspectives.

A significant indicator of conceptual understanding is being able to represent mathematical situations in different ways and knowing how different representations can be useful for different purposes. To find one's way around the mathematical terrain, it is important to see how the various representations connect with each other, how they are similar, and how they are different. The degree of students' conceptual understanding is related to the richness and extent of the connections they have made.

Students with conceptual understanding know more than isolated facts and methods. **They understand why a mathematical idea is important and the kinds of contexts in which is it useful.** They have organized their knowledge into a coherent whole, which enables them to learn new ideas by connecting those ideas to what they already know. Conceptual understanding also supports retention. Because facts and methods learned with understanding are connected, they are easier to remember and use, and they can be reconstructed when forgotten.

Adapted from Adding It Up: Helping Children Learn Mathematics National Research Council (2001), and California Math Framework Overview (2013)

Procedural skill and fluency:
Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.

Students need to be efficient and accurate in performing basic computations with whole numbers (6+7, 17–9, 8×4, and so on) without always having to refer to tables or other aids. They also need to know reasonably efficient and accurate ways to add, subtract, multiply, and divide multidigit numbers, both mentally and with pencil and paper. A good conceptual understanding of place value in the base-10 system supports the development of fluency in multidigit computation. Such understanding also supports simplified but accurate mental arithmetic and more flexible ways of dealing with numbers than many students ultimately achieve.

Students who learn procedures without understanding can typically do no more than apply the learned procedures, whereas students who learn with understanding (conceptual understanding) can modify or adapt procedures to make them easier to use. For example, students with limited understanding of addition would ordinarily need paper and pencil to add 598 and 647. Students with more understanding would recognize that 598 is only 2 less than 600, so they might add 600 and 647 and then subtract 2 from that sum
National Academies of Sciences, Engineering, and Medicine. 2001. Adding It Up: Helping Children Learn Mathematics. Washington, DC: The National Academies Press. https://doi.org/10.17226/9822.

Adapted from Adding It Up: Helping Children Learn Mathematics National Research Council (2001)

Mathematical reasoning/problem-solving skills:
Students are expected to use mathematics to solve "real-world problems." In the standards, the phrase *solve world problems* is used to set expectations and flag opportunities for applications and modeling (which is a Standard for Mathematical Practice). Real-world problems and standards that support modeling are also opportunities to provide activities related to careers and everyday life. (adapted from Achieve the Core 2012).

Sample assessment items and corresponding rigor (conceptual understanding, procedural fluency, application/problem solving)

Note: Conceptual understanding standards typically use terms such as "interpret," "understand," "recognize." Fluency standards generally use the term "fluently." Application/problem-solving standards often use terms such as "solve," "apply ___ in real-world and mathematical problems."

Element	Example
Conceptual Understanding 3.OA.A.2 **Interpret** whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. 3.OA.B.6 **Understand** division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Illustrative Mathematics LEARN MATH FOR LIFE K-5 > Grade 3 > Unit 4 **Problem 2** 3.OA.A.2 3.OA.B.6 Students match a division equation with situations. While students can do the matching by solving each problem and trying to check if it has the same solution as the given equation, this is likely to be time consuming, and responses B and D go beyond grade-level standards. Response A is a "how many in each group?" version of division, and response E is a "how many groups?" division situation. The distractors all use the same numbers, namely the numbers given in the equation, but they all have the wrong operation. The operation for B and D is multiplication, and the operation for C is subtraction. **Student Task Statement** Select **all** situations that match the equation $48 \div 6 = ?$. A. There are 48 volleyball players on 6 equal teams. How many players are on each team? B. There are 48 basketball teams at the tournament. There are 6 players on each team. How many basketball players are at the tournament? C. There are 48 kids swimming in the pool. Then 6 kids leave the pool. How many kids are swimming in the pool now? D. There are 6 buses. Each bus has 48 students on it. How many students are there altogether? E. There are 48 oranges in the box. Jada puts 6 oranges in each bag. How many bags does Jada need for all the oranges?

Computational/Procedural Fluency 3.OA.C.7 **Fluently** multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**Problem 1** 3.OA.C.7 Students are building toward fluency with multiplication and division facts by the end of the year. This item gives students an opportunity to demonstrate fluency for multiplication facts within 100. If a student incorrectly answers several questions in this item, they may need to spend some extra time practicing multiplication. Students who select E may be using addition instead of multiplication, and students who select C may be confusing 4×5 with 4×6. Students who select both C and D need more practice with single digit multiplication. **Student Task Statement** Select **all** expressions that have a value of 24. A. 2×12 B. 3×8 C. 4×5 D. 6×4 E. 20×4
Application/Mathematical Reasoning/Problem-Solving Skills 3.OA.A.3 Use multiplication and division within 100 to **solve word problems** in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.* 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?. 3.OA.B.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	**Problem 4** 3.OA.A.3 3.OA.A.4 3.OA.B.6 Students solve a division problem. No solution method is specified, so students might draw a picture or diagram or they might use what they know about the relationship between multiplication and division to solve the problem. **Student Task Statement** Lin covers her desk with 77 sticky notes. The sticky notes are in 7 equal rows. How many sticky notes are in each row? 1. Write a division equation to represent the situation. Use a symbol for the unknown quantity. 2. Write a multiplication equation to represent the situation. Use a symbol for the unknown quantity. 3. Solve the problem. Explain or show your reasoning.

Using curriculum as a support to respond to student thinking

(Source: IM 360 Grade 3 Unit 4 End-of-Unit Assessment)

Observations	Responding to student thinking
Problem 2 (above) Students show they understand division to be related to equal groups, but they choose situations or equations that show finding an unknown product (instead of an unknown factor) to match division equations or situations with an unknown quotient.	Invite selected students to create equations with a symbol for the unknown to match 1–2 situations from Problem 2. Ask students to explain how they know their equation matches the situation. Consider choosing situations that help students compare when a product is unknown and when a factor is unknown.
Problem 2 (above) Students show they know a division equation can represent a "how many groups?" or "how many in each group?" problem, but they do not yet recognize that a multiplication equation with an unknown factor can be used to represent these problems	Invite students to revisit the Card Sort activity with insects from Unit 4 Section A. Ask students to represent a story with a division equation and a multiplication equation with symbols to represent the unknown. Invite students to share how they could use the multiplication equation to help them think about finding the unknown value in the division equation. Invite students to play *Compare*, Stage 4. Ask students to share how they could use a known multiplication fact to find the value of their division expression.
Problem 4 (above) Students do not yet represent the situation with a division equation or a multiplication equation. Students show they understand they are finding the size of each group, but they do not yet find the quotient due to a mistake in their diagram or calculation.	Invite students to revisit the Card Sort activity with insects from Unit 4 Section A. Ask students to represent a story with equations and diagrams that use a symbol for the unknown. Invite other students to explain the equations and diagrams and give feedback to their peers on how well the representations match the situation. Emphasize describing how each number or symbol represents the number of groups, size of the groups, or total number in the situation.
Problem 4 (above) Students use an operation or strategy that does not result in finding the value of the unknown.	Invite students to play *Five-in-a-Row,* Stage 2 during the next unit. Ask them to identify a square on the board that they need to win the game. Then ask them if there is a way to move a paperclip to create that product. Invite students to record their reasoning using a multiplication equation and a division equation, both with a symbol for the unknown.
Problem 4 (above)	Invite students to play *Compare*, Stage 4. Ask students to share how they could use a known multiplication fact to

Students show they know a division equation can represent a “how many groups?” or “how many in each group?” problem, but they do not yet recognize that a multiplication equation with an unknown factor can be used to represent these problems	find the value of their division expression. Invite students to revisit the Card Sort activity with insects from Unit 4 Section A. Ask students to represent a story with a division equation and a multiplication equation with symbols to represent the unknown. Invite students to share how they could use the multiplication equation to help them think about finding the unknown value in the division equation.

How can mentor teachers support their candidates?

 **Mentor Teacher May:**	 **Mentor Teacher 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

edTPA Program Support for Candidates

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.

Literacy Performance Assessment (SB 488)

Literacy Performance Assessment: SB 488 and the new TPE 7 Literacy Standards require that we prepare our students to design and implement reading instruction that is research based and includes the study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics and decoding skills. Our candidates will participate in a state required literacy performance assessment to demonstrate their understanding of foundational reading. More information about this performance assessment will be provided as we receive additional information from the state.

California Dyslexia Guidelines

The candidates will receive coursework related to students with a range of disabilities, including dyslexia, and are familiar with the strategies and concepts contained in the California Dyslexia Guidelines. Candidates will review the California Dyslexia Guidelines in its entirety throughout the program.

- Coursework for the Multiple Subject credential program provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for students. Candidates learn and practice how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to gain additional assessment and instructional support for students. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate

identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.

- The Multiple Subject program incorporates the California Dyslexia Guidelines through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

To the greatest extent possible, the MAT program will identify, facilitate and maximize any opportunities in fieldwork that may give candidates opportunities to learn and refine their knowledge and skills in these areas *as appropriate for a beginning teacher.*

Contact Information:
Multiple Subject Coordinator: Evelyn Young | evelyn.young@uci.edu
Bilingual Authorization Coordinator: Susan Guilfoyle | sguilfoy@uci.edu
edTPA Coordinator: Alondra Ramos | alonr12@uci.edu
MAT Director: Susan Toma-Berge | tomas@uci.edu

Appendix

- **California Teaching Performance Expectations (TPEs)**
- **Teaching Performance Expectations - Summary Chart**
- **California Bilingual Teaching Performance Expectations**
- **Standards:**
    - CA CCSS: ELA & Literacy in History/Social Studies, Science, and Technical Subjects | CCSS: ELA (national)
    - CCSS ELA en Español / Spanish Language Arts
    - CA CCSS: Mathematics | CCSS: Mathematics (national)
    - CA Next Generation Science Standards | NGSS (national)
    - History-Social Science Content Standards for California Schools K-12
    - Physical Education Content Standards for California Schools K-12
    - California Art Standards for Public Schools PK-12
    - Health Education Content Standards for California Public Schools K-12
    - California English Language Development Standards
    - California Spanish Language Development Standards
    - California World Language Standards K-12
    - Social Justice Standards: The Learning for Justice Anti-Bias Framework

Fieldwork & Student Teaching Documents:

- **Mentor Teacher Documents:**
    - MS MT Fall Fieldwork & Student Teaching Information
    - 2025-2026 UCI Multiple Subject Placement Information
    - Fall MS Mentor Teacher PD Opportunities
    - UCI Mentor Teacher Evaluation of Candidate
    - 2025-2026 UCI MAT MS Website
    - Mentor Teacher Professional Development Website
- **ED 301/Student Teaching Documents:**
    - MS ST Placement Instructions (UCI Access Only)
    - MS Sample Introduction Letter (UCI Access Only)
    - Norms for Fieldwork & Student Teaching
    - Video Release Form Checklist
        - English Video Release Form.pdf

        - Chinese (Simplified).pdf
        - Chinese (Traditional).pdf
        - Korean Video Release Form.pdf
        - Spanish_English Video Release Form.pdf
        - Vietnamese_English Video Release Form.pdf
    - [F25] ED 301 Fieldwork Journal
    - Equity Framework for Lesson Planning
    - UCI Multiple Subject Lesson Planner
    - TPE and BTPE Rubric Log
    - Candidate Post-Observation Action Plan
    - Recorded Observation Protocol | Recorded Observation Annotation
    - MS 2025-2026 Log of Hours
    - Candidate Progress Conference
- **Supervisor Observation Documents:**
    - ST Information & Observation Sign-Up Sheet (Fall 2025) (UCI Access Only)
    - MS Supervisor-Candidate Formative Evaluation (TPEs & BTPEs)
    - TPE Observation Progression and Reflection Questions
    - 2025 Fall Quarter Supervision Timeline
    - MS Supervisor PD Opportunities (UCI Access Only)
    - Mileage Reimbursement Instrutions for Supervisors | 2025 Mileage Reimbursment form.pdf