

# UCI School of Education



## Multiple Subject Credential + MAT Program

Student Teaching Handbook

Fall 2024



**University of California, Irvine**

School of Education

<https://education.uci.edu/mat-elementary>

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## Message from the 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 role 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 socially and environmentally-just 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, 199x; 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, 6/21 9:00 am-3:00 pm BAP Orientation, 6/21 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 24 - July 26	Aug 5 - Sept 11	Sept 23 - Dec 13 Some classes begin 9/16	Jan 6 - March 21	March 31 - June 13	June 23 - July 25
<b>Teaching and Learning in the Content Areas:</b> <i>Candidates develop effective teaching practices that support students' learning in specific disciplines.</i>		364 Instructional Design and Ed. Tech in the Elementary Classroom (2)	301 Fieldwork Seminar (2)	304 Student Teaching Seminar (8)	304 Student Teaching Seminar (12)	
		323A Science Methods (2)	323B Science Methods (2)		359 Social Studies and Information Literacy (4)	
			326 Methods for Elementary Reading (4)	325 Teaching Visual and Performing Arts (2)		
			362 ELA/ELD (4)			
			320 P.E./Health (2)			
			322A Math Methods (4)	322B Math Methods (4)		
<b>Learners and Learning:</b> <i>Candidates deepen their understanding about learners across various developmental stages and how to assess and respond to individual needs.</i>	374 Learning and Child Development (4)	357 Foundational Reading (4)	202 Outcomes of Schooling – Student Assessment (4)			
	241 Children's Sense Making (Science) (2)					
<b>Equity, Inclusion and Social Justice:</b> <i>Candidates deepen their understanding about the challenges students from traditionally underserved populations experience in school.</i>	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)		ED 243 The Policy Environment of Teaching (2)
<b>Learning from Practice and Teacher Agency &amp; Leadership:</b> <i>Candidates becoming reflective and collaborative teacher leaders who can understand and solve problems of practice.</i>				246 Teaching Investigation: Identifying Dilemmas of Practice (4)	247 Teaching Investigation: Exploring the Dilemmas of Practice (4)	248 Understanding Teacher Agency (4)  <b>CAPSTONE CONFERENCE</b>
<b>90 Quarter Units</b>	10 units	12 units	22 units	20 units	20 units	6 units
<b>UCI Class Schedule</b>	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
<b>Fieldwork and Student Teaching Requirements</b>		<b>Fieldwork</b> Begins on the first day of staff development to Dec. 6 (Tu/Th)	<b>Student Teaching</b> M-F Dec. 9 - Dec. 20	<b>Student Teaching</b> 4 days a week (M-Th) M-F until last day of school		
<b>Clinical Hours</b>			150+	250+	300+	
<b>Assessments</b>	Pass CSET		RICA (~\$171)	edTPA (~\$300)	CPR Certification <a href="#">Constitution</a>	

\*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 quarter. Their UCI coursework begins in the summer with foundational courses in learning theory, child development, sense making, history of public school, assessment, equity and technology. As the candidates progress to fall quarter, they enroll in their methods courses for science, math, reading, P.E./health, language arts and ELD.

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 Monday-Friday.

PLACEMENT 1		PLACEMENT 2	
Stipend for MT: \$100*		Stipend for MT: \$150* each	
Fall Quarter 2024		Winter Quarter 2025	Spring Quarter 2025
August - December Fieldwork	December (last 2 weeks) Student Teaching	January - March Student Teaching	April - June Student Teaching
<b>Tu/Th</b> Observation and participation from the 1 <sup>st</sup> day of staff development until December 6	<b>M-F</b> <ul style="list-style-type: none"> <li>Plan and teach at least 2 full lessons each week</li> <li>Co-teach with Mentor Teacher the rest of the time</li> </ul>	<b>M-Th</b> <ul style="list-style-type: none"> <li>Assume increasing takeover in math and ELA</li> <li>Co-teaching is approved and encouraged</li> </ul>	<b>M-F</b> <ul style="list-style-type: none"> <li>Assume increasing takeover in all subjects</li> <li>Take role as lead teacher for 4 weeks</li> <li>Co-teaching is approved</li> </ul>
150+ clinical hours		240+ clinical hours	300+ clinical hours

\*Stipends are paid out in Spring 2025

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. Candidates attend their fieldwork placement two days a week, and in December, they attend five days a week for two weeks until their school site goes on break. In January, the candidates start a new student teaching placement in order to have an alternate grade level experience.

Each candidate is assigned a UCI Supervisor who visits the classroom in early fall to meet with both the candidate and Mentor Teacher. The supervisor formally observes the candidate four times during the fall quarter, one of these on video.



## Fieldwork & Student Teaching Progression during Fall Quarter 2024

	August-September	October	November	December
Student Teaching	First Day of Staff Development-Dec. 6 Tuesdays and Thursday			Dec. 9-Dec. 20 Monday – Friday
Building Rapport	<ul style="list-style-type: none"> <li>Meet with MT</li> <li>Meet students</li> <li>Meet principal</li> <li>Meet other school staff</li> <li>Observe how MT learns about students</li> <li>Observe how MT interacts and connects with parents</li> <li>Attend school events (as long as it does not interfere with UCI classes)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain open communication w/MT</li> <li>Interact with every student, daily</li> <li>Offer classroom support to MT</li> <li>Get acquainted with the principal and other school staff</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate and communicate with MT consistently.</li> <li>Know each student in the class: learn more about their strengths + needs</li> <li>Maintain positive rapport with school staff and families</li> </ul>	<p>TPE 1.1 Candidate uses knowledge of students to plan learning experiences.</p> <ul style="list-style-type: none"> <li>Plan and teach 2 lessons each week</li> <li>Co-teach with mentor teacher</li> </ul>
Classroom Culture	<ul style="list-style-type: none"> <li>Observe how MT creates a positive and affirming classroom culture</li> <li>Observe MT's use of routines and procedures</li> <li>Observe MT's transitions between tasks</li> <li>Circulate while MT is teaching to support students' needs</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and build on students' assets</li> <li>Support a positive and affirming classroom environment</li> <li>Take over routines: e.g. walk students to recess/lab/P.E, pick students up from recess, lunch, etc.</li> <li>Classroom business: attendance, homework, calendar, notes, collect belongings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a positive and affirming classroom culture</li> <li>Utilize established routines and procedures</li> </ul>	<p>TPE 2 Candidate fosters a caring community where each student is treated daily and respectfully by adults and peers.</p>
Working with students/instruction	<ul style="list-style-type: none"> <li>Observe MT teaching</li> <li>Look at student work with MT</li> <li>Assist MT by working with individual students</li> <li>Assist MT by administering individual assessments</li> <li>Circulate around the room while MT is teaching to support students</li> <li>Observe how your MT plans and designs lessons</li> <li>Inform MT of any UCI assignments that require working with students</li> </ul>	<ul style="list-style-type: none"> <li>Participate in planning with the MT</li> <li>Consistently work with a small group of students to provide academic support</li> <li>Address the whole class for routine tasks: picking up Chromebooks, transitions between tasks, clean up, etc.</li> <li>Collaborate with MT when reviewing/assessing student work</li> <li>Plan with MT to set up time to complete UCI assignments</li> </ul>	<ul style="list-style-type: none"> <li>Instruct and assess students individually, in small groups and the whole class.</li> <li>Complete UCI assignments that require planning and teaching lessons.</li> <li>Co-teach with MT</li> <li>Teach whole class and/or small group lesson (lessons planned by, or in collaboration with MT)</li> </ul>	<p>TPE 3.3 and 5.1 Candidate plans and teaches at least 2 lessons/week and co-teaches with MT daily.</p>
Co-Teaching Strategies	Supportive Co-teaching <a href="#">One teach/ one observe</a> <a href="#">Visit this link for more information about Co-teaching</a>	Supportive Co-teaching Complementary Co-teaching <a href="#">Record and Edit Demonstrations</a>	Supportive Co-Teaching Complementary Co-teaching <a href="#">Parallel Teaching</a> <a href="#">Team Teaching</a>	TPE 4.4 and 6.3 Candidate co-plans, co-teaches and co-assesses with mentor teacher and other school colleagues. <a href="#">Parallel Teaching</a> <a href="#">Team Teaching</a>
Supervision	<ul style="list-style-type: none"> <li>Supervisor meet/greet with mentor teacher</li> </ul>	<ul style="list-style-type: none"> <li>3 in-person observations and 1 video observation between Oct-Dec</li> </ul>		<ul style="list-style-type: none"> <li>Individual Development Plan (IDP) meeting between ST-MT-Supervisor</li> </ul>
UCI Courses	Seminar, Reading Methods, Math Methods, Science Methods, PE/Health, ELA/ELD			UCI courses conclude by 12/6 to allow for 2 weeks of full-time student teaching
Clinical Hours	150+ hours			

<b>Literacy Task</b>	Multiple subject candidates complete a CTC required performance assessment in literacy during the Fall quarter.  <a href="#">Visit this link for more information about the Literacy Task.</a>	Candidate asks MT to help identify a learning segment with a focus on an essential literacy strategy and related 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.
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## Fall Fieldwork Experience & Student Teaching Responsibilities

Fall placement is our Candidates first exposure to fieldwork and student teaching. From August to Dec. 6, Candidates are in their Fieldwork Experience, and they will begin full-time student teaching on Dec. 9. 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 6	December 9-20
<b>Building Rapport</b> (getting to know the students and the school community)	✓	✓	✓	✓	✓
<b>Observing &amp; Assisting</b> (taking notes, circulating, assisting students 1:1)	✓	✓	✓	✓	✓
<b>Handling Classroom Routines</b> (e.g. taking attendance, walking students to lunch, facilitating morning work)		✓	✓	✓	✓
<b>Facilitating Small Group Instruction with Co-Planning/Co-Teaching</b>			✓	✓	✓
<b>Facilitating Whole Class Instruction with Co-Planning/Co-Teaching</b>			✓ (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 2024-2025 Log of Hours](#)

## Paired Placements

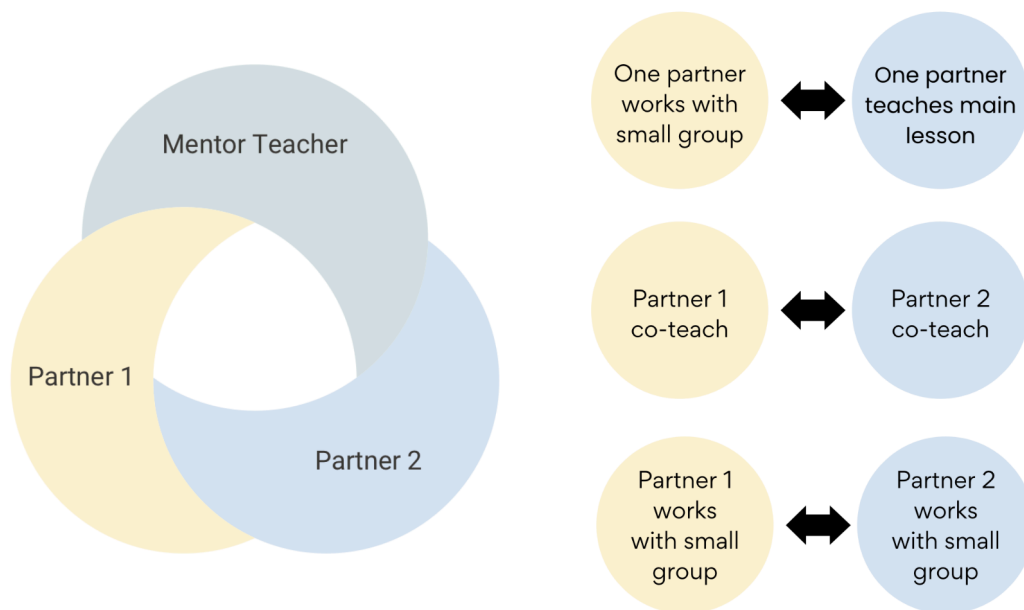
A paired placement provides opportunities for collaboration, support, and growth. Research has shown that paired placements increase the opportunities for collaboration and differentiation for students. **Candidates in the Multiple Subject Program might be in a paired placement for at least one placement.**

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, Evelyn Young, 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 UCI 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 who do not live in Orange County may reach out to their local County Office of Education and inquire about their ability to sign up for a sub permit.

Please view the CTC leaflet at <http://www.ctc.ca.gov/credentials/leaflets/cl505p.pdf> for more information.

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

 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
<ul style="list-style-type: none"> <li>I will attend fieldwork every ____</li> <li>I will arrive at ____ and leave at ____</li> <li>If I will be absent due to an emergency or serious illness, I should ____</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The best way to communicate with my mentor teacher in case of an emergency is ____</li> <li>I will communicate with my mentor teacher regarding assignments by ____</li> <li>If I plan to teach a routine or lesson, I should ____</li> <li>We will communicate about substitute teaching, events to attend, and emergency Procedures by ____</li> </ul>	<ul style="list-style-type: none"> <li>I will use these strategies for getting to the know the students quickly: ____</li> <li>I will use these strategies for creating and nurturing a community and a positive, affirming, and effective classroom environment: ____</li> <li>These are ways in which I can be an active participant in the classroom: ____</li> <li>When my Mentor Teacher is busy and I am not sure what to do, I should ____</li> <li>I will get to know the staff and faculty by ____</li> <li>Interacting appropriately and professionally with parents means I will ____</li> <li>Appropriate attire at this school means ____</li> <li>Appropriate use of technology means ____</li> </ul>

## ☰ Norms for Fieldwork & Student Teaching (2024-2025)

# 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 candidate is responsible for completing a Long Term Planning Chart in collaboration with the Mentor Teacher and submitting it to their UCI Program Coordinator. The goal is to scaffold the candidate to assume responsibility for planning and instruction in all content areas independently for 2 weeks at the end of 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 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					
<u>Making your thinking explicit</u>	<u>Modeling the work of teaching</u>	<u>Pre-briefing and debriefing</u>	<u>Co-planning with feedback</u>	<u>Co-Teaching</u>	<u>Analyzing student work together</u>
<p>Explain your reasoning behind decisions you make, or the ways you respond in professional situations.</p> <p>Discuss your decision making process for both planned and spontaneous decisions.</p>	<p>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)</p>	<p>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.</p>	<p>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.</p>	<p>Two teachers working together to support student learning. Co-teaching includes planning, teaching and assessment and may take on different forms.</p> <ul style="list-style-type: none"> <li>• One teach/one observe</li> <li>• One teach/one assist</li> </ul>	<p>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.</p>



Discuss alternative decisions and consequences. Share what guides your decision making process.	<ul style="list-style-type: none"> <li>• monitor all students while answering one student's question</li> <li>• give shy students or ELs time to rehearse when speaking in groups</li> <li>• give both oral and written reminders</li> </ul>			<ul style="list-style-type: none"> <li>• Parallel Teaching: each teacher works with a small group</li> <li>• Team teaching: both actively engaged in instruction and management</li> </ul>	
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\*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			
<u>Introductory Module</u>	<u>Translanguaging</u>	<u>Bridging Lessons</u>	<u>BAP Resources</u>
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, <i>validate their home language</i> 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 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.	Learn more about our BAP and other resources used in our BAP seminars and/or undergraduate bilingual education minor courses

## Co-teaching

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

## Why Co-teaching?

Co-teaching establishes a model for student teaching that is responsive to the evolving relationships between school placements and teacher preparation programs.

- Provides an opportunity for the Mentor Teacher to maintain their role as classroom leader
- Provides an opportunity for gradual release of responsibility as the mentor teacher could gradually take less of the lead role as the student teacher is more prepared
- Reduces student/teacher ratio to better meet the teaching/learning needs in diverse classrooms
- Allows Teacher Candidates to gain more skills and confidence
- 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

<a href="#"><u>One Teach, One Observe</u></a>	<p>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.</p> <p><i>Example: One teacher can observe students for their understanding of directions while the other leads.</i></p>
<a href="#"><u>One Teach, One Assist</u></a>	<p>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.</p> <p><i>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.</i></p>
<a href="#"><u>Parallel Teaching</u></a>	<p>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.</p> <p><i>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</i></p>
<a href="#"><u>Team Teaching</u></a>	<p>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.</p> <p><i>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</i></p>

## 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 in early fieldwork. By the end of the Fall Quarter, the Supervisor will have completed 4 observations 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.

### Post 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

	Sept. - Oct.	October - November		November	December
Est. Time Frame	Meet & Greet (9/23-10/5)	Fall #1 (10/14-10/25)	Fall #2 (10/28-11/7)	Fall #3 (11/11-11/27)	Fall #4 (12/2-12/13)
Mode	In Person or on Zoom	In Person	In Person	Record and upload to GoReact by <b>11/14</b>	In Person
Lesson Focus		Implement a math instructional routine	Teach small group of students (ELA/ELD Lesson)	Plan and teach a math Lesson	Plan and teach an ELA lesson (writing)
TPE Goals		<ul style="list-style-type: none"> <li>• Promote critical thinking (1.5)</li> <li>• Promote communication strategies (4.7)</li> </ul>	AND <ul style="list-style-type: none"> <li>• Provide a supportive learning environment for students' first and/or second language acquisition (1.6)</li> <li>• Reflect on teaching practice (6.1)</li> </ul>	AND <ul style="list-style-type: none"> <li>• Aligned language objective</li> </ul> AND <ul style="list-style-type: none"> <li>• All TPEs</li> </ul>	AND <ul style="list-style-type: none"> <li>• ALL TPEs</li> </ul>

## Video Analysis Protocol

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

### Candidate:

Use the GoReact markers to identify evidence in your video. Evidence may be something the teacher does, something the students are doing, or a missed opportunity. Each tag must be used at least 2-3 times to mark evidence (or a missed opportunity) for your video.

### Directions:

1. Upload video of a complete lesson to GoReact.
2. Watch and annotate the video with the tags listed below. To add a marker, pause the video where you'd like to insert the marker.
3. Include a comment to explain why what you tagged was an effective strategy or a missed opportunity. Critically reflect on your teaching practice.
4. Press the play button to continue the video.



### Language Supports and Scaffolds for Multilingual Learners & Academic Language

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



### Making Student Thinking Visible

- Evidence of candidate eliciting student learning
- Evidence of student learning
- Evidence of rigor/ productive academic struggle



### Classroom Culture

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




Use the "other" marker to highlight anything you would like to discuss with your Supervisor, followed with a comment.



Your Supervisor will review your video and annotations then add additional comments if

necessary to inform your Action Plan from the debrief.

**Supervisor:**

- Supervisor views the video on GoReact and uses the  marker to annotate the video and make comments on the candidate's annotations, if necessary, to inform their Action Plan.
- Take notes on the Supervisor Candidate Formative Evaluation form as you watch the video to use during the debrief with your student, and to email to them after your debrief.

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

Mathematics			Literacy	
Task 1 Planning	Task 2 Instruction	Task 3 Assessment	Task 4 Analysis of Student Learning & Re-engagement	
Lesson plans must build students' conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.			Part I	Part 2
3-5 lesson plans building toward a central focus	10-20 minute video of instruction	collect student assessment for analysis	MT and Candidate select a literacy learning segment consisting of 3-5 lessons that focuses on the same essential literacy strategy. Learning segment may be taught by the MT.	Candidate designs 1 re-engagement lesson and a new assessment for the 3 focus student.
assessment + instructional materials		evidence of feedback to students (written, video or audio)	Candidate analyzes a whole class formative assessment from this learning segment (written work, video, or audio).	Candidate teaches the lesson to the 3 focus students. Other students may be included in this lesson.
planning commentary	instruction commentary	assessment commentary	Candidate identifies 3 focus students who demonstrated a literacy struggle from the formative assessment.	Candidate analyzes assessment from the re-engagement lesson (written work, video, or audio)

### Suggested Timeline for Literacy Task 4

October	November	December
<ul style="list-style-type: none"> <li>• Candidate asks the Mentor Teacher to help identify a learning segment with a focus on an essential literacy strategy and related skills.</li> <li>• Candidate asks the Mentor Teacher to help identify a formative assessment that the whole class completed as part of the learning segment.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate makes copies of the whole class formative assessment from the learning segment.</li> <li>• Candidate analyzes the results of the formative assessment.</li> <li>• Candidate identifies three focus students and <u>plans</u> a re-engagement lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate teaches the re-engagement lesson to 3 focus students (other students may be included).</li> <li>• Candidate collects the re-engagement assessments from the lesson.</li> <li>• Candidate evaluates the effectiveness of the strategies used during the re-engagement lesson.</li> </ul>

### What is an Essential Literacy Strategy and Related Skills?

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

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

Examples of essential literacy strategies and related skills:



Comprehending Text	
Make inferences	<ul style="list-style-type: none"> <li>• Use prior knowledge and background experiences</li> <li>• Use textual and/or picture clues</li> <li>• Use details in the text</li> </ul>
Use evidence from text to support an opinion	<ul style="list-style-type: none"> <li>• Identify details from a text</li> <li>• Use knowledge and experience to form an opinion</li> <li>• Use specific text examples to relate to the opinion</li> </ul>
Retell a story (sequence the events of the plot)	<ul style="list-style-type: none"> <li>• Identify the major events and details</li> <li>• Sequence the events in the proper order</li> </ul>
Comparing and contrasting accounts of an event from different POV	<ul style="list-style-type: none"> <li>• Explain how stories are narrated</li> <li>• Identify difference between 1<sup>st</sup> and 3<sup>rd</sup> person</li> <li>• Identify evidence from text to support claim</li> </ul>
Drawing conclusions from informational text	<ul style="list-style-type: none"> <li>• Identify key ideas and details from text</li> <li>• Identify difference between explicit information and drawing conclusion</li> </ul>

Composing Text	
Writing a narrative	<ul style="list-style-type: none"> <li>• Writing an introduction to hook the reader and establish the situation for the narrative</li> <li>• Using dialogue</li> <li>• Strong word choice (description)</li> <li>• Use of transitional words to sequence events</li> </ul>



Revising a draft	<ul style="list-style-type: none"> <li>• Adding clarity where needed to respond to readers' comments</li> <li>• Understanding the audience</li> <li>• Features of genre/text type</li> <li>• Language conventions (spelling, grammar, punctuation)</li> </ul>
Note taking from informational text to support drafting a topic	<ul style="list-style-type: none"> <li>• Recall relevant information from print and digital sources</li> <li>• Draw evidence from text to support analysis, reflection, and research</li> </ul>
Using graphic organizers to organize writing	<ul style="list-style-type: none"> <li>• Group related information</li> <li>• Develop topic with facts, definitions, concrete details</li> <li>• Identify key ideas and details from text</li> </ul>

## How can Mentor Teachers support their candidates?

 <b>Mentor Teacher may:</b>	 <b>Mentor Teacher may not:</b>
<ul style="list-style-type: none"> <li>• Collaborate with candidate on long-term planning to determine the topics scheduled for the upcoming quarter/semester</li> <li>• 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</li> <li>• Provide support and instructional materials that the candidate can review to plan the learning segment</li> <li>• Assist the candidate in collecting video permission forms from parents/guardians</li> <li>• Obtain equipment required for video recording, if available</li> <li>• Assist with video recording</li> </ul>	<ul style="list-style-type: none"> <li>• Edit candidate materials</li> <li>• Select video clips with the candidate</li> <li>• Provide actual candidate TPA materials found on public websites</li> <li>• Providing specific analyses of candidate responses prior to submission for scoring</li> <li>• Share materials across candidates or with others that are intended to be submitted or have been submitted for scoring</li> </ul>

## 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.

### Contact Information:

**Multiple Subject Coordinator:** Evelyn Young | [evelyn.young@uci.edu](mailto:evelyn.young@uci.edu)

**Bilingual Authorization Coordinator:** Susan Guilfoyle | [sguilfoy@uci.edu](mailto:sguilfoy@uci.edu)













**edTPA Coordinator:** Alondra Ramos | [alonr12@uci.edu](mailto:alonr12@uci.edu)







**MAT Director:** Susan Toma-Berge | [tomas@uci.edu](mailto:tomas@uci.edu)

# Appendix






- [California Teaching Performance Expectations \(TPEs\)](#)
- [Teaching Performance Expectations - Summary Chart](#)
- [The California Bilingual Teaching Performance Expectations](#)
- **Standards:**
  - [CA CCSS: ELA & Literacy in History/Social Studies, Science, and Technical Subjects](#) | [CCSS: ELA](#) (national)
  - [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](#)
  - [California English 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
  -  UCI MAT Multiple Subject Placement Information
  -  MS Mentor Teacher PD Opportunities
  -  UCI Mentor Teacher Evaluation of Candidate
  - [2024-2025 UCI MAT MS Website](#)
  - [Mentor Teacher Professional Development Website](#)
- **ED 301/Student Teaching Documents:**
  -  MS ST Placement Instructions
  -  MS Sample Introduction Letter
  -  Video Release Form Checklist
    -  English Video Release Form.pdf
    -  Korean Video Release Form.pdf
    -  Spanish\_English Video Release Form.pdf
    -  Vietnamese\_English Video Release Form.pdf
  -  Norms for Fieldwork & Student Teaching

-  ED 301 Fieldwork Journal
-  UCI Multiple Subject Lesson Planner
-  TPE and BTPE Rubric Log
-  Candidate Post-Observation Action Plan
-  MS 2024-2025 Log of Hours
-  Candidate Progress Conference

- **Supervisor Observation Documents:**

-  ST Information & Observation Sign-Up Sheet (Fall 2024)
-  MS Supervisor-Candidate Formative Evaluation (TPEs & BTPEs)
-  Fall Quarter Supervision Timeline
-  Equity Framework for Lesson Planning
-  Observation Examples and Discussion Prompts