UC MERCED EXTENSION
EDUCATION PROGRAMS

UCMERCED | TEACHER PREPARATION PROGRAM

Clinical Practice Handbook

2023-2024 Academic Year

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Introduction

This Handbook is designed to provide an overview of the Clinical Practice (Student Teaching) requirements for a Preliminary Multiple or Single Subject Teaching Credential. The UC Merced Teacher Preparation Program is an accredited Education Preparation Program with the Commission on Teaching Credentialing offered through UC Merced Extension. We adhere to all of the standards and guidelines set up by the State of California.

https://www.ctc.ca.gov/docs/default-source/educator-prep/pdf/clinical-practice-guidance.pdf?sfvrsn=9cf257b1_8

Please also refer to the Teacher Preparation Program Handbook.

The program's Clinical Practice experiences are designed to provide you with a developmental and sequential set of activities that are integrated with the program's coursework and extend your learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of Clinical Practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

If you have any questions related to the Clinical Practice requirement, please contact the program administration at teacherprep@ucmerced.edu.

Please be advised that this is a living document and is updated as necessary to reflect changes in policy or procedure. Candidates will be notified when changes have been made.

Mission Statement
The UC Merced Extension Teacher Preparation Program exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

Vision
The UC Merced Extension Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers that are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between Teacher Candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among Teacher Candidates and students, applicable to all content domains.

UC Merced Extension Teacher Preparation Program's mission and vision are aligned with adopted standards and frameworks for TK-12 students in the State of California. The program prepares teachers at the highest level, supporting culturally responsive, inclusive, critically creative, and rigorous education for all students. The coursework is aligned with the Teaching Performance Expectations (TPEs) and standards adopted by the California Commission on Teacher Credentialing. Teacher Candidates in this program will be able to assess individual student learning relative to the standards. Candidates will demonstrate California Teacher Performance Expectations (TPE) competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality Teaching Performance Assessments (TPAs).

California's Teaching Performance Expectations

California's Teaching Performance Expectations (TPE) are divided up into six domains.
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

1. **Engaging and Supporting All Students in Learning. Beginning teachers:**
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.(See Subject- Specific Pedagogical Skills in Section 2 for reference)
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
5. Assessing Student Learning. Beginning teachers:
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
6. Developing as a Professional Educator. Beginning teachers:
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Preliminary Multiple Subject Credential Pathway (41 units)**:**

Course Title	Units
EDUC X301: Foundations of Education	3
EDUC X302: Teaching Practicum	3
EDUC X303: Clinical Practice I (200 Hours)	4
EDUC X305: Clinical Practice III (400 Hours)	4
EDUC X311: Diverse Students, Inclusive Instruction	3
EDUC X312: Project-Based Instruction	3
EDUC X401: Learning, Cognition, and Instruction	3
EDUC X408: Integrated Physical Science, Math, and Scientific Literacy	3
EDUC X409: Integrated Earth and Space Sciences, Math, and Digital Literacy	3
EDUC X410: Integrated Life Sciences, Math, and Health Literacy	3
EDUC X424: Integrated Humanities and Visual Literacy	3
EDUC X425: Integrated Humanities and Cultural Literacy	3
EDUC X426: Integrated Humanities and Global Literacy	3

Full-Time Suggested Course of Study for Multiple Subject Preliminary Credential:

Fall (16 units)	Spring (16 units)	Summer (9 units)
EDUC X301: Foundations of Education (3 units) **EDUC X401: Learning, Cognition, and Instruction** (3 units) **EDUC X408: Integrated Physical Science, Math, and Scientific Literacy** (3 units) **EDUC X424: Integrated Humanities and Visual Literacy** (3 units) *(RICA)* **EDUC X303: Clinical Practice 1 (200 Hours)** (4 units)	**EDUC X425: Integrated Humanities and Cultural Literacy** (3 units) **EDUC X302: Teaching Practicum** (3 units) *(CalTPA 1 & 2)* **EDUC X305: Clinical Practice 3 (400 Hours)** (4 units) **EDUC X409: Integrated Earth and Space Sciences, Math, and Digital Literacy** (3 units) **EDUC X410: Integrated Life Sciences, Math & Health Literacy** (3 units)	**EDUC X426: Integrated Humanities & Global Literacy** (3 units) **EDUC X311: Diverse Students, Inclusive Instruction** (3 units) **EDUC X312: Project Based Instruction** (3 units)

Part-Time Suggested Course of Study for Multiple Subject Preliminary Credential:

Fall (6 units)	Spring (6 units)	Summer (6 units)
EDUC X401: Learning, Cognition, and Instruction (3 units) **EDUC X408: Integrated Physical Science, Math, and Scientific Literacy** (3 units)	**EDUC X409: Integrated Earth and Space Sciences, Math, and Digital Literacy** (3 units) **EDUC X410: Integrated Life Sciences, Math & Health Literacy** (3 units)	**EDUC X426: Integrated Humanities & Global Literacy** (3 units) **EDUC X311: Diverse Students, Inclusive Instruction** (3 units)
Fall (13 Units)	**Spring (10 units)**	
EDUC X301: Foundations of Education (3 units) **EDUC X424: Integrated Humanities and Visual Literacy** (3 units) *(RICA)* **EDUC X425: Integrated Humanities and Cultural Literacy** (3 units) **EDUC X303: Clinical Practice 1 (200 Hours)** (4 units)	**EDUC X302: Teaching Practicum** (3 units) *(CalTPA 1 & 2)* **EDUC X305: Clinical Practice 3 (400 Hours)** **EDUC X312: Project Based Instruction** (3 units)	

Preliminary Single Subject Credential Pathway (35 units)**:**

Course	Units
EDUC X301: Foundations of Education	3
EDUC X302: Teaching Practicum	3
EDUC X303: Clinical Practice I (200 Hours)	4
EDUC X305: Clinical Practice III (400 Hours)	4
EDUC X311: Diverse Students, Inclusive Instruction	3
EDUC X312: Project-Based Instruction	3
EDUC X313: Technology-Supported Project Based Learning	3
EDUC X314: Single Subject Reading for Understanding	3
EDUC X315/316/317/318: Single Subject Methods Course	3
EDUC X400: Research Methods in Education	3
EDUC X401: Learning, Cognition, and Instruction	3

Full-Time Suggested Course of Study for Single Subject Preliminary Credential:

Summer (9 units)	Fall (13 units)	Spring (13 units)
EDUC X311: Diverse Students; Inclusive Instruction (3 units **EDUC X312: Project-Based Instruction** (3 units) **EDUC X400: Research Methods in Education** (3 units)	**EDUC X301: Foundations of Education** (3 units) **EDUC X303: Clinical Practice 1 (200 Hours)** (4 units) **EDUC X401: Learning, Cognition, and Instruction** (3 units) **EDUC X314: Single Subject Reading for Understanding** (3 units)	**EDUC X315/316/317/318: Single Subject Methods:** (3 units) **EDUC X313: Technology-Supported Project Based Learning** (3 units) **EDUC X302: Teaching Practicum** (3 units) *(CalTPA 1 & 2)* **EDUC X305: Clinical Practice 3 (400 Hours)** (4 units)

Part-Time Suggested Course of Study for Single Subject Preliminary Credential:

Fall (6 units)	Spring (6 units)	Summer (6 units)
EDUC X301: Foundations of Education (3 units) **EDUC X401: Learning, Cognition, and Instruction** (3 units)	**EDUC X313: Technology-Supported Project Based Learning** (3 units) **EDUC X314: Single Subject Reading for Understanding** (3 units)	**EDUC X311: Diverse Students; Inclusive Instruction** (3 units) **EDUC X312: Project-Based Instruction** (3 units)
Fall (7 units)	**Spring (7 units)**	**Summer (3 units)**
EDUC X315/316/317/318: Single Subject Methods: (3 units) **EDUC X303: Clinical Practice 1 (200 Hours)** (4 units)	**EDUC X302: Teaching Practicum** (3 units) *(CalTPA 1 & 2)* **EDUC X305: Clinical Practice 3 (400 Hours)** (4 units)	**EDUC X400: Research Methods in Education** (3 units)

Preliminary Multiple and Single Subject with Bilingual Added Authorization Credential Pathway:

Admission Requirement:

- Possess Current Credential or Current Credential Candidate in UCM TPP
- Language Proficient in Spanish (Assessed by Instructor)
- Valid California Teaching Credential with ELL Authorization/ CLAD Emphasis
- Successful Application Submission

Coursework (All Courses must be passed with a grade of B- or higher)

Course	Units
EDUC X310: Bilingual and Bicultural Teaching: Spanish	3
EDUC X430: Historical and Sociocultural Overview of the Spanish Fluent World	3

Assessments

- Spanish CSET Subtest III (147)

Preliminary Multiple and Single Subject Credential with NSED Credential Pathway:

The Natural Sciences Education (NSED) minor is designed to prepare UC Merced students for admission to the teacher credential program or pursue graduate studies in education. If you completed the NSED minor or applicable NSED courses, your Teacher Preparation Program Course of Study will be adjusted upon admission to the program.

NSED Course Equivalencies

TPP Courses	NSED Courses
EDUC X313: Technology Supported Project Based Learning	NSED 130: Technology in Education
EDUC X312: Project-Based Instruction and Assessment	NSED 100: Project Based Instruction – Assessment and Management
EDUC X400: Research Methods in Education	NSED 150: Research Methods in Education
EDUC X311: Diverse Students – Inclusive Instruction	NSED 120: Classroom Interactions in Science and Mathematics; A Focus on Equity in Urban and Rural Schools

Suggested Course of Study for Multiple Subject Preliminary Credential with NSED (35 units):

Fall Semester (16 units)	Spring Semester (13 units)	Summer Session (12 units)
EDUC X301: Foundations of Education (3 units) TBD	**EDUC X409: Integrated Earth and Space Sciences, Math, and Digital Literacy** (3 units) TBD	**EDUC X426: Integrated Humanities & Global Literacy** (3 units) TBD
EDUC X401: Learning, Cognition, and Instruction (3 units) TBD	**EDUC X410: Integrated Life Sciences, Math & Health Literacy** (3 units) TBD	~~**EDUC X311: Diverse Students, Inclusive Instruction**~~ ~~(3 units)~~ NSED 120
EDUC X424: Integrated Humanities and Visual Literacy (3 units) *(RICA)* TBD	**EDUC X425: Integrated Humanities and Cultural Literacy** (3 units) TBD	~~**EDUC X312: Project Based Instruction**~~ ~~(3 units)~~ NSED 100
EDUC X408: Integrated Physical Science, Math, and Scientific Literacy (3 units) TBD	**EDUC X302: Teaching Practicum – MSC** (3 units) *(CalTPA 1 and 2)* TBD	
EDUC X303: Clinical Practice 1 (4 units) TBD	**EDUC X305: Clinical Practice 3** (4 units) TBD	

Suggested Course of Study for Single Subject Preliminary Credential with NSED (23 units):

Fall Semester (13 units)	Spring Semester (10 units)	Summer Session (0 units)
EDUC X301: Foundations of Education (3 units) TBD **EDUC X401: Learning, Cognition, and Instruction** (3 units) TBD **EDUC X315/316/317/318 Single Subject Methods: XYZ** (3 units) TBD **EDUC X303: Clinical Practice 1** (4 units) As Arranged	**EDUC X302: Teaching Practicum – SSC** (3 units) *(CalTPA 1 & 2)* TBD **EDUC X305: Clinical Practice 3** (4 units) TBD **EDUC X314: Single Subject Reading for Understanding** (3 units) TBD ~~**EDUC X313: Technology Supported Project Based Learning**~~ ~~(3 units)~~ NSED 130	~~**EDUC X311: Diverse Students, Inclusive Instruction**~~ ~~(3 units)~~ NSED 120 ~~**EDUC X312: Project Based Instruction**~~ ~~(3 units)~~ NSED 100 ~~**EDUC X400: Research Methods in Education**~~ ~~(3 units)~~ NSED 120

Early Completion Option (ECO) Preliminary Multiple and Single Subject Credential Pathway: The ECO provides well prepared candidates to demonstrate their ability to teach and opt-out of coursework. Summary of the ECO Requirements for the Commission's Consideration All ECO candidates are required by law to meet these entry requirements:

- Hold a bachelor's degree or higher
- Meet Basic Skills requirement
- Meet Subject Matter requirement
- Demonstrate Knowledge of the US Constitution
- Demonstrate Professional Fitness (fingerprinting)
- Take and pass the appropriate Assessment of Professional Knowledge—Elementary Test Code 051 and Secondary Test Code 052
- Complete the 120 hours of Intern Preservice In addition, all ECO candidates are required to be supported and supervised by the institution offering the program and the employer for a minimum of 144 hours of general support and supervision and an additional 45 hours of support and supervision focused on teaching English learners for each school year the individual serves on the intern credential.
- Within Four Months Before the End of the School Year Submit and pass CalTPA Instructional Cycle 1. Submit and pass CalTPA Instructional Cycle 2.

Clinical Practice Policies

Clinical Practice Orientation

An orientation will be held prior to the beginning of each semester of your Clinical Practice. This orientation will cover procedures, forms to be used, and the CalTPAs. Attendance is mandatory.

Credit for Prior Teaching Experience

If you have successfully taught for at least 134 days in the same classroom, either as a teacher on an emergency permit or as a long-term substitute in either an accredited private or public school prior to beginning your Clinical Practice, you may apply to receive credit for 8 weeks of the Clinical Practice requirement. Please contact the program administration for more information.

Clinical Practice Requirements

To be eligible for Clinical Practice all the following requirements must be met: (You may submit the Clinical Practice Request Form, if these items are in progress)

1. Basic Skills Requirement
2. Subject Matter Competency: Passage of appropriate subject matter exam, completion of subject matter program, or appropriate academic degree major. (Required for Fall 2023 and forward terms)
3. Valid Fingerprint Clearance or CTC issued Document.
4. Tuberculosis Clearance

5. Mandated Reporter Training
6. GPA Requirement: Maintain an overall GPA of 3.0 for all coursework taken after admission to credential program. A grade of "B or better" is required in all courses.
7. Other program conditions, if applicable

School Placements

UC Merced Extension program staff will place you at your clinical site (school). It is important to understand that clinical sites place Teacher Candidates as a courtesy and we accommodate ourselves to their needs and schedule. The Teacher Candidate does not make clinical placement arrangements. Clinical Placements will be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

Once the Clinical Practice Coordinator has made three (3) attempts to place a Teacher Candidate but is unable to do so because the Teacher Candidate refuses the placement, the Teacher Candidate must wait until the next qualifying semester for a clinical placement.

Multiple Subject Preliminary Credential Teacher Candidates, please note that you may be placed in a primary (K-2) or upper (3-6) grade level upon request and availability.
Single Subject Preliminary Credential Teacher Candidates, please note that you may be placed in a middle school and high school site upon request and availability.

Within the first week of the new semester, if the clinical Practice assignment is not confirmed by the School District, your Clinical Practice experience will be postponed until the following semester.

IMPORTANT PLEASE READ

- **If you were admitted without subject matter exams (CSET), knowledge of the subject(s) you will teach is still expected. The credential program does not include instruction that builds your subject-matter knowledge. Your subject-matter knowledge will be assessed during student teaching**, and insufficient subject-matter knowledge may prevent you from completing or receiving credit for student teaching and thus jeopardize your success in the program.
- CPR certification is required for second/final Clinical Practice assignment.

Liability and Workmen's Compensation Insurance

UC Merced Extension provides professional liability insurance to students in the Teacher Preparation Program. Professional liability insurance will aid you if a situation occurs while working in the public schools. The liability insurance does not cover cases of sexual harassment, child abuse, or use of corporal punishment.

Supervision

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

The program will select the Program Supervisors and District-Employed Supervisors (also may be known as the Cooperating Teacher, master teacher or on-site mentor). The program provides initial orientation for preparation program supervisors and district- employed supervisors of Clinical Practice experiences to ensure all supervisors understand their role and expectations.

For credential candidates, Teacher Preparation Program Supervisors are paid by UC Merced Extension as temporary employees assigned to student teacher(s). For internship candidates, there will not be a reduction in salary. Compensation and pay are determined at the sole discretion of the participating district.

Private Schools

If you are working in a private school and seeking a credential, you may be required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. In addition to meeting these 150 hours, you may only complete your Clinical Practice assignments in a private school if the school meets the following criteria:

- Is an accredited school
- Has classes organized in a grade level configuration
- Uses curriculum approved by the State of California
- Has credentialed teachers for master teachers
- The student population meets the diversity requirement

*Note: Students cannot become Intern Teachers in private schools as this is against the law of California.

Dual Credential Programs

We do not currently offer Dual Credential Programs.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend Clinical Practice for an additional 150 hours.

Intern Credentials

Intern Credentials are valid for two calendar years. Employment is restricted to a specific school agency. A one time, one-year extension by appeal is available at the request of the Commission-approved university intern program when an educator fails

to complete the program in the time allotted due to a hardship. Application for an extension requires submission of a paper application (Form 41-4) through the program sponsor. See Credential Leaflet AL-3 for details on submitting a request for extension.

Long-Term Substitute Teaching During Clinical Practice

Students may be supervised and obtain Clinical Practice credit while doing a long-term substitute teaching assignment provided the following conditions are met:

- You have a permit (credential) issued by the California Commission on Teacher Credentialing that permits the student to be placed in such a position.
- The position meets the definition for a legal assignment for the credential you are seeking.
- The principal of the school agrees to assign a mentor teacher who meets with you at least once per week, and preferably more frequently, to offer assistance in lesson planning, lesson delivery, classroom management, and other areas as needed.
- If the long-term substitute placement is for less than 16 weeks, the principal agrees to place you in a Clinical Practice assignment for the remainder of the time needed to equal to 16 weeks.
- If the long-term substitute position is in a private school, it can meet only 50% of the Clinical Practice requirement. The remaining 50% must be in a public school. The private school must also meet the following criteria be an accredited school, have a credentialed teacher who will be the mentor, have a grade-level arrangement in the classroom, have students attend all day, and use state approved curriculum.
- The principal agrees to provide supervision to you which will include at least one formal observation during each seven weeks.
- You may use a long-term substitute assignment to meet all or half of your Clinical Practice placements. You must meet the same timelines as established for intern teachers.
- The school at which you may use the position of long-term substitute for Clinical Practice credit must have an agreement with UC Merced Extension for the placement of student teachers.
- You have met all criteria for Clinical Practice prior to your long-term substitute placement.
- While fulfilling a year-long substitute teaching position, you may receive Clinical Practice supervision while taking courses in the second semester of the program (similar to interns).

Clinical Practice While Being a Support Teacher/Reading Clinician

If you are employed in half-time clinician and support teacher roles, you may receive credit for Clinical Practice under the following conditions:

- The principal agrees to assign you to a classroom for the other half of the day, where you work under the supervision of a Cooperating Teacher.

- The principal agrees to a flexible schedule that allows you the opportunity to teach all subjects at some time during the placement of 16 weeks.
- The principal agrees to certify that you have been successful in the current placement as support teacher/reading clinician and can successfully meet credential exit criteria by completing the half-day in the regular classroom and continue half day as a clinician/support teacher. The principal agrees to supervise you for the half day in which you are employed by the school district.
- The clinician/support teacher position and the half-day Clinical Practice position must meet the definition for a legal assignment for a multiple subject credential holder (teach more than one subject to the same group of students).
- If the clinician/support teacher position is in a private school, it can meet only 50% of the Clinical Practice requirement. The remaining 50% must be in a public school. The private school must also meet the following criteria be an accredited school, have a credentialed teacher who will be the mentor, have a grade-level arrangement in the classroom, have students attend all day, and use state adopted curriculum.
- You have met all criteria for student teaching prior to your long-term substitute placement.
- Schools at which you may use clinician/support teacher position for Clinical Practice credit must have an agreement with UC Merced Extension for the placement of student teachers.

Clinical Practice While Being an Instructional Aide/Teaching Aide

If you are working in a school as instructional aide, you can continue to work and be paid for your instructional aide position and you may obtain Clinical Practice credit at the same time under the following conditions:

- The position meets the definition for a legal assignment for a multiple subject credential holder (teaches more than one subject to the same group of students).
- The assignment is in only one classroom.
- You may enroll in and obtain Clinical Practice credit units only when you have met all criteria to advance to Clinical Practice.
- The principal and Cooperating Teacher agree to let you assume all the duties required of a student teacher, including guided and solo weeks of teaching that are commensurate with those required of regular student teachers.
- You will need to fulfill paid responsibilities before completing program requirements.
- If the aide position is for less than a full day, the teacher, principal, and you agree to have you work the full day in the classroom for a period of 16 weeks, with the understanding that the additional time is not compensated by the district.
- If the aide position is in a private school, it can meet only 50% of the Clinical Practice requirement. The remaining 50% must be in a public school. The private school must also meet the following criteria be an accredited school, have a credentialed teacher who will be the Cooperating Teacher, have a grade-level arrangement in the classroom, have students attend all day, and use state approved curriculum.
- Schools at which you may use paid aide time for Clinical Practice credit must have an agreement with UC Merced Extension for the placement of student teachers.

Clinical Practice While Working as an Intern (Refer to Intern Handbook)

If you meet the following requirements and find a position as a teacher of record, you can obtain Clinical Practice credit:

- The positions meets the definition for a legal assignment for a multiple or single subject credential holder
- The candidate possesses a baccalaureate degree from a regionally accredited institution of higher education
- The candidate meets the subject matter requirement by competing Commission-approved subject matter examinations or has completed a subject matter program for the subject area(s) in which the Intern is authorized to teach.
- The candidate has completed 120 clock hours or the semester/quarter equivalent pre-service component including foundational preparation in general pedagogy in classroom management and planning, reading/language arts, subject specific pedagogy, human development, and content specific content regarding the teaching of English Learners.
- The employing district had developed and implemented a Professional Development Plan for interns in consultation with Commission-approved program

of teacher preparation. The plan shall include:
    - Provisions for an annual evaluation of the intern
    - A description of courses to be completed by the intern and a plan (if applicable) for the completion of Clinical Practice
    - Additional instruction during the first semester of service in child development
    - Instruction during the first year of service for interns teaching in bilingual classes in culture and methods of teaching bilingual children
    - Instruction during the first year of service for interns in the etiology and methods of teaching children with mild and moderate disabilities
- UC Merced Extension Teacher Preparation Program along with a partnering employing district shall provide 144 hours of support and supervision annually and 45 hours of English Learner support.

Clinical Practice During the Summer

We do not offer placement for Teacher Candidates at clinical sites during the summer term.

Policy for Substituting During Clinical Practice

During your Clinical Practice, you may substitute for the Cooperating Teacher, if the following conditions are met:

- You have a valid substitute teaching credential that authorizes you to substitute in that classroom and district.
- You can only substitute for the Cooperating Teacher – and not for any other teacher in the school or district on days you are scheduled to student teach.
- The university supervisor and Cooperating Teacher must agree that you are ready and capable of assuming responsibility for this class.
- The university supervisor will be informed at the earliest convenient time that you are substituting for the Cooperating Teacher on that day.
- You volunteer to substitute and are not compelled or coerced by the Cooperating Teacher, principal or University supervisor. If you refuse to substitute, no adverse action will be taken against you by any party.
- The site principal agrees to assign a credentialed person at the school site to visit the room at least once during the day to ascertain that the classroom is functioning well with you as the teacher. (This person may the principal or a designee who has the flexibility to visit the classroom during instructional time.) If problems are noted, the principal agrees to immediately assign another person to teach the class.
- Substituting under this provision is meant to be only for short term (1-3 days) and not for on-going situations. You need to have a Cooperating Teacher on a daily basis to mentor and guide your Clinical Practice.

Certificate of Clearance and Clinical Practice

Only students who have received a Certificate of Clearance or current emergency

substitute permits from the California Commission on Teacher Credentialing may advance to student teaching. Students whose Certificate of Clearance is delayed by CCTC may be delayed by one semester or more, prior to placement in student teaching.

Exemption from Clinical Practice Under the Scott Bill

If you have taught successfully for three years in an accredited private school, you do not need to complete the Clinical Practice as per the provisions in AB 57 Scott Bill. Once you have completed all program courses and tests, you may submit the application for the preliminary credential. The principal must submit documentation to verify successful experience. Consult the Commission on Teacher Credentialing for more details for this option.

Teacher Performance Assessments (TPAs)

AB 130 had already allowed for the deferral of the Teaching Performance Assessment (TPA) and Administrator Performance Assessment (APA) to the clear credential through August 31, 2022 for those candidates who were not able to complete the assessment based on four specific conditions related to COVID-19 (see Appendix A and PSA 21-12 for more information).
Consult the CalTPA Candidate Handbook online at:
https://www.ctc.ca.gov/educator-prep/tpa

CalTPA Appeal Policy and Process

TPA Remediations/Revisions and Requirements

If a candidate fails a cycle in the CalTPA, they might have to go through a remediation process before resubmitting. Failure due to condition code **does not** require remediation. However, if a candidate fails due to a **low total score**, they must go through a remediation process before retaking the assessment.

- If a candidate fails due to a **condition code**, they must first contact Pearson by calling 916.928.4081 or by navigating to this website, choosing the CalTPA tab, and then emailing Pearson directly.
    - When contacting Pearson, the candidate should request a "detailed condition code report" so that a complete explanation for the condition code can be provided.
    - After a response is received from Pearson the candidate should then address any errors that were made and then resubmit.
- If a candidate fails due to a **low score** on the CalTPA, they must follow the steps below:
    - Contact the CalTPA Coordinator at teacherprep@ucmerced.edu to register for remediation. The cost of remediation is $200 per cycle.
        - CalTPA Cycle 1 remediation course: EDUC.X889.01
        - CalTPA Cycle 2 remediation course: EDUC.X889.02
    - After remediation is complete, revise your CalTPA Cycle and resubmit to

Pearson (note - you will have to pay $150 to retake the assessment)
All questions relating to remediation should be sent to teacherprep@ucmerced.edu.

Remediation Process

The CalTPA Coordinator will work with the candidates. This is a highly personalized process based on where the candidate struggled on the previous assessment. The CalTPA Coordinator along with the candidate would review the scores on the individual rubrics and call out specific components that the candidate should focus on when re-working their CalTPA Cycle 1 or 2.

Summative Assessment of Clinical Practice

The Summative Assessment of Clinical Practice 1, 2, and/or 3 are each conducted cooperatively between the Cooperating Teacher and university supervisor. If both the Cooperating Teacher and university supervisor ARE IN AGREEMENT that you have met the required number of items under each Teacher Performance Expectation (TPE) to meet the TPE, then the supervisor can grant CREDIT for the specific Clinical Practice being assessed. If both the Cooperating Teacher and university supervisor ARE IN AGREEMENT that you have NOT met the required number of items under each TPE to meet the TPE, then the supervisor can grant NO CREDIT for the Clinical Practice being assessed. If the Cooperating Teacher and university supervisor ARE NOT IN AGREEMENT that you have met the required number of items under each TPE to meet the TPE, then the Cooperating Teacher and university supervisor will each submit their reasons for their positions on credit to the Selection and Review Committee. The Selection and Review Committee will decide on whether the student teacher should receive credit or no credit for the Clinical Practice being assessed. The Selection and Review Committee will be comprised of TPP instructional personnel.

Professional Dress for School Visits and Clinical Practice

Most schools in which you will do observations and your Clinical Practice require teachers to "dress professionally." Many school districts have a stipulated dress code for its faculty, to which our students and student teachers who work in their district must also adhere. This dress code is a good model of how to dress "professionally" for visits to schools and for your Clinical Practice.

Attendance Policy

Only absences due to illness or emergency are excused.

Teacher Candidates are expected to:

- be present at the school during regular teaching and supervision hours.
- be punctual and ready to assume their Clinical Practice responsibilities each day.

- notify the Cooperating Teacher before beginning the school day in case of illness or emergency.
- attend and participate in regularly scheduled school-wide and departmental professional development activities during the regular school day.

Official Communication

TPP will officially communicate with all Teacher Candidate via UC Merced email. Once your UC Merced email is activated, it is imperative that you regularly check your UC Merced email as you may receive time sensitive information.

Dismissal of Placement

In some cases, Teacher Candidate's teaching or professional behavior may be inadequate. If this should occur, the University Mentor, Cooperating Teacher, and/or Clinical Placement Director should:

- Discuss matter with Teacher Candidate
- Develop a specific Improvement Plan to promote improvement
- Monitor and assess Teacher Candidate's teaching and professional behavior
- If Teacher Candidate does not demonstrate improvement, they may be dismissed from their Clinical Practice. Additionally, the Teacher Candidate may be dismissed from Clinical Practice without an Improvement Plan. If Teacher Candidate is dismissed, they will be assigned an Unsatisfactory on Clinical Practice course resulting in a need to repeat course.

Discontinue of Placement

If a Teacher Candidate chooses to discontinue their Clinical Practice placement, they must notify the Clinical Placement Director, Cooperating Teacher, and University Mentor, providing the reason for discontinuing student teaching. The Teacher Candidate must immediately return all school property (books, records of grades, keys) to the Cooperating Teacher or the placement school's Main Office. The discontinuing Teacher Candidate will receive an Unsatisfactory for Clinical Practice. In extraordinary circumstances, a discontinuing Teacher Candidate may be granted a grade of an Incomplete. To petition for a grade of an Incomplete, the Teacher Candidate must submit a form with a written justification explaining the extraordinary circumstance, as per the criteria on that form.

Reattempting of Course

In most cases, a Candidate who receives an Unsatisfactory for EDUC X303/ EDUC X305 will be permitted one further attempt at the course. The Teacher Candidate will first be required to meet with the Support Team to discuss the reasons for the No Credit and how to be successful on the next attempt. An Improvement Plan is normally created to delineate expectations and support for the Teacher Candidate that will be necessary to

succeed in their next attempt.

Recording Clinical Practice for Observations Policy
Teacher Preparation Program
UC Merced Extension

Purpose: The purpose of this policy is to govern the methodology of candidates recording their instruction a part of Clinical Practice to complete the required observations. The below policy provides explicit instructions and guidance on how candidates are permitted to complete this requirement. No candidate shall complete these requirements differently, unless written approval is provided by the Director of Education Programs.
Summary: Under this policy, candidates are required to use Zoom to record instructional practicum and may only include approved participants as verified by media release waiver with parent/guardian signature. All recordings must be uploaded to the Cloud and are not permitted to be uploaded or downloaded to any personal device other than an approved UC Merced cloud server (e.g., box). Candidates will share recordings for observation purposes to their assigned Cooperating Teacher and University Mentor by sharing a secured (invite-only) box link.
Requirements:

1. *Waivers:* Candidates are required to distribute and collect Media Release Waivers (English or Spanish) for each individual student, teacher, or aide in their classroom prior to recording. Please note that this waiver is optional (not required). Individuals without a signed media release are not allowed to be participants in any recordings. Media releases are required to be printed and signed. Signatures collected digitally or by PDF are not permitted. Media releases shall be collected by the Teacher Candidate and submitted to the Clinical Practice Coordinator. To submit you may either scan and email to teacherprep@ucmerced.edu or submit physical copies directly to the Clinical Practice Coordinator.
   If a student, aide, or teacher in your class does not return a signed media release by a parent and/or guardian, the student, aide, or teacher is not allowed to participate in your recording. In light of the student being in class and to prevent the student from any restrictions of learning, you are required to setup your camera so that any student(s) not permitted to participate have 0% chance of being recorded. In the event that this is not possible, you are not permitted to record your Clinical Practice or instruction.
2. *Recording:* Candidates are required to use UC Merced-licensed Zoom account to record instructional practicum. It is required that recordings be downloaded to the Cloud. Candidates, University Mentors, Cooperating Teacher, or in any other personnel are not permitted to download recordings outside of Box.
3. *Observation:* Candidates are required to create a UC Merced-licensed Box folder with shareable link for invited individuals only. Candidates are required to share the box folder by invitation to their assigned University Mentor, Cooperating Teacher, and clinical Practice Coordinator only. Cooperating Teachers, University Mentors, and program staff are required to review the recordings within the preview screen or within box tools only. It is not permitted for any individual to download recordings their personal, school, or work devices.

Resources/Support: UC Merced Extension Classroom & Technology Support team members are available to assist with the setup and configuration of Zoom Cloud, Box integration, and other details as required within this policy above. To request support, please email extension@ucmerced.edu requesting technical assistance for Clinical Practice.
More information on setting up Zoom account to download to the Cloud can be found here.
More information on creating shareable links in Box can be found here

Suggested Schedule for EDUC X303: Clinical Practice 1

EDUC X303: Clinical Practice 1 (200 Hours over 16 weeks)

- Co-Requisite: EDUC X301 – Foundations in Education
- Appropriate activates that may be included in Clinical Practice hours are:
    - Guided and supervised teaching of whole class, small, group and other direct contact with students including solo teaching
    - Co-planning time with veteran practitioners for lessons the candidate will deliver
    - Working with veteran practitioners grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
    - Time working with professional learning communities, grade level and department meetings
- Course syllabus can be found on CatCourses
    - Please refer to the syllabus for more detailed information about assignments and due dates.

Schedule

- **Weeks 1-2:** Observe Cooperating Teacher, get to know students and classroom routines
    - Create your calendar for the semester that outlines 200 hours (12-15 hours per week for the 16-week term) and provide a copy to your Cooperating Teacher, UC Mentor, and turn in a copy on CatCourses
    - Complete the CatCourse Assignments
        - Classroom Context
        - Classroom Schedule
        - Rules, Routines, and Procedures
- **Weeks 3-4:** Continue observing Cooperating Teacher, work with students in one-on-one settings or in small groups.
- **Weeks 5-16:** Work with students one-on-one, in small groups, or whole class.
    - Complete 6 observations, one every other week and debrief with mentor and Cooperating Teacher
        - Observation 1: Week 5
        - Observation 2: Week 7
        - Observation 3: Week 9
        - Observation 4: Week 11
        - Observation 5: Week 13
        - Observation 6: Week 15
    - Meet with the UC Mentor to complete the TPE Conversation Guide
    - Schedule TPE Continuum Meeting during weeks 14-16 with the Cooperating Teacher, University Mentor, TPP Administration, and the Candidate

Suggested Schedule for EDUC X305: Clinical Practice 3

EDUC X305: Clinical Practice 3 (400 Hours over 16 weeks including 4 weeks of Solo-Teaching)

- Co-Requisite: EDUC X302 – Teaching Practicum
- Must have passed all appropriate CSET Exams**
- Appropriate activates that may be included in Clinical Practice hours are:
    - Guided and supervised teaching of whole class, small, group and other direct contact with students including solo teaching
    - Co-planning time with veteran practitioners for lessons the candidate will deliver
    - Working with veteran practitioners grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
    - Time working with professional learning communities, grade level and department meetings
- Course syllabus can be found on CatCourses
    - Please refer to the syllabus for more detailed information about assignments and due dates.

Schedule

- **Weeks 1-2:** Observe Cooperating Teacher, get to know students and classroom routines
    - Create your calendar for the semester that outlines 400 hours and includes your 4-Week Solo Teaching Experience. Please provide a copy to your Cooperating Teacher, UC Mentor, and turn in a copy on CatCourses.
    - Complete the CatCourse Assignments
        - Classroom Context
        - Classroom Schedule
        - Rules, Routines, and Procedures
- **Weeks 3-4:** Continue observing Cooperating Teacher, work with students in one-on-one settings or in small groups.
- **Weeks 5-16:** Work with students one-on-one, in small groups, or whole class.
    - Complete 6 observations, one every other week and debrief with mentor and Cooperating Teacher
        - Observation 7: Week 5
        - Observation 8: Week 7
        - Observation 9: Week 9
        - Observation 10: Week 11
        - Observation 11: Week 13
        - Observation 12: Week 15
    - Schedule IDP meeting during weeks 14-16 with the Cooperating Teacher, University Mentor, TPP Administration, and the Candidate
    - Meet with the UC Mentor to complete the TPE Conversation Guide
    - Film for and complete CalTPA 1 and 2
    - Complete 4-Week Solo Teaching experience

Duties and Responsibilities of Teacher Candidate in Clinical Practice:

Qualifications:

- Students must be in good standing to be enrolled in a Clinical Practice Course
    - **EDUC X303:** Clinical Practice 1 taken with EDUC X301: Foundations in Education
        - Complete 200 hours of Clinical Practice
    - **EDUC X305:** Clinical Practice 3 taken with EDUC X302: Teaching Practicum (Must have passed all required CSETs)**
        - Complete 400 hours of Clinical Practice including 4 weeks of solo/co-teaching
        - Complete CalTPA 1 and 2
- UC Merced Extension TPP will make a placement with a district at a school site

What the Candidate Will Do:

- Attend the mandatory orientation where you will be shown the documents you are responsible for completing
- Complete all assigned documents on CatCourses
- Maintain a digital portfolio of all Clinical Practice assignments, calendars, observations, and TPE documentation.
- Gain classroom experience by collaborating with a Cooperating Teacher and working with students by teaching as much as possible in one of the following scenarios: One-on-one, small groups, and whole class.
- Meet regularly with the Cooperating Teacher and UC Mentor to obtain professional and pedagogical support in light of the Teacher Performance Expectations (TPEs) and the California Teaching Performance Expectations (CSTPs)
- Teach and film 12 formal lessons over the course of 2 semesters using the "TPE Lesson Plan Template"
- Participate in District provided professional development and meetings such as grade level meetings, extra-curricular activities, board meetings, district-wide events such as Back-to-School Night
- Film for CalTPAs
- Participate in TPE Continuum Meeting at the end of the term

Developing as a Professional Educator:

- Maintain open communication with the Cooperating Teacher, UC Mentor, district administrators, and TPP Administrators
- Follow your calendar for attendance and contact your Cooperating Teacher and mentor if there are any changes to your schedule.
- Be prepared for instruction daily
- Dress professionally
- Follow the daily schedule of the Cooperating Teacher
- Be fully involved as a member of the staff

Duties and responsibilities of <u>Cooperating Teacher</u>:

Qualifications:

- Valid, Clear California Teaching Credential with an English Learner Authorization in the same area as the candidate they are supporting
- At least 3 years of teaching experience

What the Cooperating Teacher Will Do:

- Provide onsite orientation and guidance for the credential candidate
- Completion of 10 hours of initial orientation. Please submit: legal name, mailing address, and contact phone number by assigned deadline to process the $200 stipend
    - If 10-hour training complete in a different instruction, you are required to demonstrate proof and complete a 1-hour training on UC Merced TPP to get acquainted with policies and procedures.
- Attend all necessary beginning of term orientations and end of term meetings with your candidate
- Meet regularly and collaborate with your Teacher Candidate to plan for second language learners, assessing students and making data driven decisions, supporting the language demands of a particular lesson or subject matter, and help the candidate learn about differentiated instruction
- Provide formative feedback to a candidate regarding lesson delivery, classroom management techniques, working with students with disabilities, and parent/staff communication
- Provide support and guidance listed above to the Teacher Candidate for least 5 hours per week

Duties and Responsibilities of the <u>Site Administrator</u>:

- Provide guidance to the Cooperating Teacher and the Teacher Candidate as appropriate
- Encourage the Teacher Candidate to participate in district provided professional development, staff meetings, and district-wide events
- Ensure proper resources and identify protected time for the Cooperating Teacher to work with the Teacher Candidate during the school day
- Maintain open communication with all parties involved
- Attend any orientations or end of term meetings as necessary

Duties and Responsibilities of <u>UC Mentor</u>:

Qualifications:

- Valid, Clear California Teaching Credential with an English Learner Authorization in the same area as the candidate they are supporting
- At least 5 years of teaching experience
- Current knowledge of academic content for grade and subject overseeing
- Understanding of the context of the TK-12 classroom as appropriate
- Ability to model best professional practices

- Knowledge of current research regarding diversity and culturally responsive teaching

What the UC Mentor Will Do:

- Attend all necessary beginning of term orientations and end of term meetings with your candidate
- Meet regularly and discuss the TPEs with your Teacher Candidate through structured conversation guides and during the debrief from observations
- Conduct 6 observations per term, (one every other week) via video or in person and debrief
    - If the observation is in person, the candidate will provide his or her lesson plan at least 24 hours in advance via email
    - If the observation is via video, the candidate will provide his or her lesson plan and the video at the same time via email or digital link.
- Attend all UC Mentor meetings with TPP administrative staff

Duties and Responsibilities of <u>UC Merced Extension Teacher Preparation Program Administrators</u>:

Qualifications:

- Full-time and part-time members of UC Merced Extension Education Programs Department
    - Dean of Extension: Annette Roberts Webb
    - Director of UC Merced Extension: Michael Pierick
    - Director of Education Programs: Dr. Marianna Harris
    - Clinical Practice Coordinator: Cristal Gutierrez
    - Credential Analyst: Mayra Franco

What the UC Merced Extension Teacher Preparation Program Administrators Will Do:

- Establish Memoranda of Understanding with Districts as appropriate for both student teachers and interns
- Identify the district process for requesting and placing Teacher Candidates in placements
- Identify the district process for requesting and placing Teacher Candidates with Cooperating Teacher
- Provide orientation, training, and resources to complete Clinical Practice
- Host monthly mentor meetings to discuss any issues or questions
- Check in with Cooperating Teachers on a monthly basis via email to discuss any issues or questions
- Facilitate TPE Continuum end of term meeting
- Ensure all CTC required documents are complete
- Recommend candidates for credentials once requirements are met

Observation Protocol

Candidate:		**UC Mentor:**	
Date and Time:		**Cooperating Teacher:**	
Grade and Subject:		**Site Administrator:**	
School Site:		**UC Merced Instructor:**	

Title of the Lesson:	
Content Standard(s):	
Learning Goal:	Students will be able to...using...
ELD Standard:	
ELD Learning Goal:	Students will be able to...using...
Materials and Tech:	•

During Observations, your UC Mentor will be observing how you address the following TPEs in your lesson. Please describe how you plan to demonstrate these TPEs and be prepared to discuss them at your observation debrief.

Plan to demonstrate mastery of the TPE:	
How I demonstrated mastery of the TPE:	
UC Mentor Notes on how candidate demonstrated mastery of the TPE:	

~~Anticipatory Set~~	How will the teacher engage the students?

	How will the teacher connect with prior learning?
	How will the teacher explain to students what they will be doing that day?
Introduction of New Material	What direct instruction will the teacher provide to the students?
	How will the teacher model the new skill?
	How does the teacher plan to check for understanding?
Guided Practice	What will the teacher do to facilitate student work while they practice the new skills they have learned?
Independent Practice	What independent classwork will the teacher assign? What independent out-of-classwork will the teacher assign?
	How will the teacher check for understanding during the independent classwork time?
Closure	How will the teacher summarize learning?
	How will the teacher facilitate self-assessment?
	What is the exit ticket for the lesson?
Inclusion	How will you include emergent bilinguals or second language learners?
	How will you include students with special needs?
	How will you include other learners who need additional assistance?