



# Teacher Education Program



## STUDENT TEACHER HANDBOOK 2021-2022

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## WELCOME

***“Finding the leaders of the future is a question of recognizing those people who give leadership in a crisis.” Grace Lee Boggs, Activist***

Welcome to the Teacher Education Program at the University of California, Riverside. You join a long lineage of distinguished educators. Today, and over this year, you will embark on a journey of individual and social transformation -through becoming a teacher. The work of becoming a teacher is both internal and external, both individual and collective, and takes a lifetime. I welcome you to the table. It will not be an easy journey, but it will be good. And always know, you are not alone.

We in the Teacher Education Program are here to support you, think with you and work alongside you. You will bring to the table your own determination, hard work, community cultural wealth and uniqueness. We look forward to getting to know you and working with you. We believe and know, you are a leader of change, for you have chosen in a year of crisis to enter in our teaching profession.

Together our goal is to work with the diverse communities of the Inland Empire (IE). We aspire to work together to make inroads toward more equitable education for all in the IE. Educational access is not currently equitable, and we are here to lead alongside you and the families of the IE in making critical changes within our profession. This year will fuel of further transformation.

For many of you, the Inland Empire is your home. For others of you, you will make it your home. We welcome you all to build with the diverse children of the Inland Empire and their families. To listen to the local communities and build with your diverse cohorts - creating a new future. Think of building bilingual, trilingual, quadrilingual cultural schools, think of building STEAM schools to push the boundaries of education into new opportunities for inclusion and excellence in this next generation. Take the time this year to invest in building a solid foundation for your dreams and those of the IE communities. Build a network that can actualize a reality we all long to see.

**Class of 2021-2022 you our “Leaders of Change”.**

Dr. Sumer Seiki  
Assistant Dean and Director of Teacher Education

## Mission Statement: Our Collective Aspirations

***“Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.” Paulo Freire, Politics of Education***

The Teacher Credential programs at the University of California, Riverside prepare aspiring teachers to serve schools through social justice oriented, community engaged frameworks. While studying cutting-edge and research informed curricula, teacher candidates at the Graduate School of Education are cultivated as critical thinkers and reflective, creative professionals who address the needs of all students in culturally responsive ways.

In addition to developing pedagogical skill and rigorous content knowledge that align with Common Core State Standards, our teacher credential programs specifically train teachers to:

- Cultivate students as critical thinkers who are engaged in their communities and society
- Practice restorative justice and models of authentic care
- Approach teaching using collaborative and co-teaching models
- Attend to the political, ethical and social-emotional dimensions of teaching
- Pedagogically engage students in culturally and community responsive ways that attend to diversity across factors including socio-economics, race, linguistics and ability
- Integrate arts and technology across disciplines
- Use theory to guide practice

# TEACHER EDUCATION PROGRAM OFFICE

Below are the staff of our Teacher Education Program. They are here to aid you in obtaining your teaching credential. They, like you and I, will respond well to kindness and respect.

## TEACHER EDUCATION PROGRAM STAFF

### **Teacher Education Program (TEP)**

*Sproul Hall 1124*

Dr. Sumer Seiki, Associate Dean, Director, [sumer.seiki@ucr.edu](mailto:sumer.seiki@ucr.edu)

Dr. Frances Valdovinos, Assistant Director, [frances.valdovinos@ucr.edu](mailto:frances.valdovinos@ucr.edu)

Lina Canawati, Advisor, [lina.canawati@ucr.edu](mailto:lina.canawati@ucr.edu)

Alex Arriaga, Advisor, [alex.arriaga@ucr.edu](mailto:alex.arriaga@ucr.edu)

Nadja Conway, Credential Analyst, [nadja.conway@ucr.edu](mailto:nadja.conway@ucr.edu)

Maricela Arciniega, Program Assistant, [maricela.arciniega@ucr.edu](mailto:maricela.arciniega@ucr.edu)

## TEACHER EDUCATION PROGRAM COORDINATOR'S & SUPERVISORS

D. Pat Johnson, Program Coordinator, [david.p.johnson@ucr.edu](mailto:david.p.johnson@ucr.edu)

Michelle Stockdale-Sherrell, Program Coordinator, [michelst@ucr.edu](mailto:michelst@ucr.edu)

Nancy Butler-Wolf, [nancy.wolf@ucr.edu](mailto:nancy.wolf@ucr.edu)

Linda Christopher, [lindac@ucr.edu](mailto:lindac@ucr.edu)

Karen Dodson, [karen.dodson@ucr.edu](mailto:karen.dodson@ucr.edu)

Denise Edwards, [denise.edwards@ucr.edu](mailto:denise.edwards@ucr.edu)

## TEACHER EDUCATION SUPERVISORS CONTINUED

Kathy Evans, [Jkathye@aol.com](mailto:Jkathye@aol.com)

Ivy Ewell-Eldridge, [ivy.ewelleldridge@ucr.edu](mailto:ivy.ewelleldridge@ucr.edu)

Manuel Peredia, [manuel.peredia@ucr.edu](mailto:manuel.peredia@ucr.edu)

Jennifer Quezada, [jennifer.quezada@ucr.edu](mailto:jennifer.quezada@ucr.edu)

Paul Rosenzweig, [paul.rosenzweig@ucr.edu](mailto:paul.rosenzweig@ucr.edu)

WHO TO CONTACT	TOPIC
Director or Assistant Director	TEP policy questions
Academic Advisor	Courses, progress, registration, withdrawal questions
Credential Analyst	Credential and or edTPA, questions
Supervisor of Teacher Education (STE)	Student teaching, edTPA, DCT/ field placement questions

# Teacher Education Program Values

*"I am ready to act, if I can find brave [women and] men to help me." Carter Woodsin, Abolitionist*

The Teacher Education Program, our candidates, staff, faculty, and administration adhere to the [UCR Principles of Community](#). The following statement reflects program values as well as our expectations for TEP faculty, staff, and students:

The Teacher Education Program is a community of learners that develops ethical instructional leaders to think critically about educational theory and practice; engage and inspire students; analyze learning needs to design and implement instruction; collaborate to advocate for equity and diversity; and hone classroom practice through reflection.

These shared values require that all members of our community of learners demonstrate:

- Respect for all members of the UCR learning community, including administrators, faculty, staff and students.
- Respect for all members of the public-school learning community, including administrators, faculty, staff, parents, and students.
- Professional communication and conduct toward all members of the UCR and public-school communities.
- Openness to continual learning and application of educational theory and methodology, including continual improvement of skills.
- Initiative in the establishment and accomplishment of professional goals.
- Contribution to UCR and public-school program goals and activities.
- Demonstration of honesty, integrity, positive attitude, motivation, and work ethic.
- Dedication to equity and diversity issues that impact teachers, students, and parents.
- Service to public schools and the community.



## ACADEMIC ADVISING AND SUPPORT

Each candidate in the Teacher Education Program is assigned an academic advisor (advisor) and a field placement supervisor (STE). Each will advise in their area of expertise.

The academic advisor (advisor) is a member of the Teacher Education Program who will help the candidate with the course of study throughout the credential and M.Ed. program.

Candidates will meet with advisors before registering for courses in the succeeding quarter. *If a candidate registers for a course without consultation and approval of the academic advisor, the candidate must accept responsibility for any errors or courses taken that do not meet the requirements of the program.* Academic advisors are available for additional consultation throughout the quarter. Please contact your academic advisor to make an appointment.

ACADEMIC ADVISOR	PROGRAM AREA	CONTACT INFORMATION
Lina Canawati	Multiple Subjects Education Specialist	<a href="mailto:lina.canawati@ucr.edu">lina.canawati@ucr.edu</a>
Alex Arriaga	Single Subjects	<a href="mailto:alex.arriaga@ucr.edu">alex.arriaga@ucr.edu</a>

### ACADEMIC ADVISING ROLES FOR STUDENTS

- Candidates will be contacted by their advisors each quarter before registering for classes.
- Program plans will be updated, and courses will be discussed during meetings. Candidates will also have time to discuss pending exams and CTC requirements.
- Consult with advisors when considering changing electives, adding an authorization to your credential, or making any updates to your program.
- Contact your academic advisor before withdrawing from the program, to discuss options and make final decisions.

### GROUP ACADEMIC ADVISING

Prior to registration, each advisor will schedule a group meeting session and or visit a cohort to discuss the program requirements and provide guidance on course enrollment. During these meeting sessions, program plans, CTC requirements, pending exams, courses, and course waivers, will be discussed. among other important program information. Prepare for these meetings, examine the courses you have completed and note your remaining requirements. Also, please bring your laptop and other materials you will need to register for classes during these meetings as well.

## INDIVIDUAL ACADEMIC ADVISING

Candidates will have the opportunity to meet one-on-one with their academic advisor upon request. Please contact your academic advisor to schedule meetings.

## PROGRESS MONITORING

Be proactive, track your own progress using your program plan. You will also continue to meet with your academic advisor throughout your tenure in the program. Academic advisors will offer resources to verify candidates are on track towards program completion. The goal is to have all candidates complete licensure, program, and UCR pending requirements in a timely manner.

## TEP ACADEMIC REQUIREMENTS/SATISFACTORY PROGRESS

The TEP is required to incorporate CTC requirements into its credential programs. For candidates to remain in good academic standing in the credential programs, candidates must be following the expectations of the CTC as determined by TEP faculty. CTC standards regarding candidate competency and performance are set forth in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and various, program-related standards issued by the CTC.

“Satisfactory grades” is defined as follows:

- A cumulative GPA of 3.0
- A “C” or better earned in 100 level courses.
- A “B” or better in all 200 and 300 level courses
- Students who receive a “C” or “B-” in any course may be placed on academic probation.

In accordance with academic standards for graduate students at UCR, only courses in which grades of "A," "B," "C," or "S" are received are counted toward satisfying program requirements. To continue in good standing and obtain an advanced degree, you must maintain a minimum grade point average (GPA) of 3.00. If you receive a grade below B in any required 200- or 300- level coursework or below a C in any 100-level coursework, you must make an appointment with your academic advisor immediately, a Tier II Report may be filed.

## UCR EMAIL COMMUNICATION

Check your UCR email regularly. Faculty and staff will use the candidate’s UCR email address for all email communications. A candidate can use email forwarding. The checklist on the following page will aid you in setting up your email account.

## TEP SCHOLARSHIPS

We support our diverse candidates with scholarships. We invest a great deal of effort into developing scholarships and dispersing them. Last year our TEP scholarship awards totaled around \$320,000, we predict a similar amount this year. We encourage each of you to apply, since the requirements for these scholarships vary.

### 2020-2021 Scholarship List:

- Bridge to Success Scholarship
- Calkins Scholarship
- CalRTA Scholarship
- Dean's Scholarship
- Dean Irving H. Balow Fellowship
- GSOE Graduate Student Annual Scholarship
- Leonard Scholarship
- Michaelis Scholarship
- Multiple Subjects Scholarship
- President's Education Fellowship
- Reardon Scholarship
- Robin J. McKeown Scholarship
- Sherianne Wright Huard Scholarship
- Starting Line Scholarship
- UCR RUSD Pipeline Scholarship

Scholarships and financial aid are two different support options. You can and should apply to both. Scholarships are a part of Teacher Education; they are processed internally. [Financial Aid](#) comes from the Department of Education and are not processed by teacher education. If you are interested in applying for scholarships, look at your UCR email for notifications from our Scholarships Coordinator and Assistant Director of Teacher Education, Dr. Frances Valdovinos.

## CHECKLIST FOR REGISTRATION, ENROLLMENT AND CAMPUS SERVICES

- **UCR E-MAIL ACCOUNT:** (951) 827-6495; [helpdesk@student.ucr.edu](mailto:helpdesk@student.ucr.edu)  
New students are issued a UCR Net ID and email address after submitting the Statement of Intent to Register. If you did not receive this information, go to the website listed above for more information. Using your webmail account is important since **all correspondence from the Registrar's Office, Teacher Education staff, and your instructors will be sent to this email address.**
- **FEES AND STATEMENT OF ACCOUNT:** (951) 827-3204;  
This is provided by Student Business Services by email each month. For information on your account, the Deferred Payment Plan (DPP), etc. go to: <http://rweb.ucr.edu/>. Pre-loan counseling information is available as well. **Note:** If fees are not paid in full by 4 PM on the quarterly due dates then it will result in the loss of all enrolled courses and a \$100.00 late registration fee will be assessed.
- **FINANCIAL AID:** (951) 827-3878; [finaid@ucr.edu](mailto:finaid@ucr.edu);  
Be sure to contact the Financial Aid Office for questions concerning the FAFSA application, types of aid, eligibility, disbursement of awards, and deadlines. Jeff Kiefer, Financial Aid Counselor, is familiar with TEP cases [Jeffery.kiefer@ucr.edu](mailto:Jeffery.kiefer@ucr.edu)
- **CLASS SCHEDULES:**  
The website provides links to the Academic Calendar, enrollment, classes, fees, and finances. Teacher Education Services staff will enroll you in classes each quarter except summer session and you will receive notification of your enrollment by email. It is important that you review your enrollment through **R'WEB** each quarter and notify your advisor of any mistakes at (951) 827-5227. **Education Services** is in the Rivera Library and houses the Teacher's Resource Center of K- 12 curriculum materials.
- **UCR CAMPUS HEALTH CENTER:** (951) 827-3031; The Health Center provides high quality, confidential medical care to students. Waivers for Graduate Student Health Insurance Program (GSHIP) are available online through this center.
- **UCR BARNES & NOBLE COLLEGE STORE:** (951) 827-2665;  
The UCR Barnes & Noble College Store carries textbooks, university apparel, gifts, and computer.

## Registration

UCR Registration consists of two separate steps, each must be completed to be officially registered:

1. Enrollment in classes
2. Payment of fees

For summer, fall, winter, and spring, you will be enrolled in your classes with the help of your advisor. You are then responsible for meeting the deadline for fee payment each quarter. Both steps must be accomplished by the quarterly deadlines to avoid being automatically dropped from classes and being assessed late service charges.

Students cannot make changes to their registration once it has been finalized. Any changes or adjustments may jeopardize a student's program. Please consult with your advisor if any changes need to be made. Registration and fee payment deadlines are listed on the following website: <https://registrationsb.ucr.edu/StudentRegistrationSsb/ssb/registration>

## PREREQUISITES TO ENROLLMENT THAT AFFECT FEES

### Statement of Legal Residence

The Statement of Legal Residence is used to make a determination of residence classification for fee purposes. Failure to submit a Statement of Legal Residence form for the term you have been admitted to the UC Riverside campus will result in assessment of nonresident tuition fees.

### Graduate Health Insurance Program (GSHIP)

Registration fees at UCR include a mandatory health insurance fee that is assessed to every student. If you have personal health insurance coverage that is equal to, or exceeds coverage provided by UCR, you may apply for a health insurance premium waiver at the following website: <http://gsa.ucr.edu/gship/>. Be sure to apply prior to the deadline date listed on the website and prior to paying registration fees (credit is not given retroactively).

## WITHDRAWAL AND RE-APPLICATION

If you are considering withdrawing or taking a leave of absence from the TEP, first speak to your UCR Supervisor. You will also need to meet with your advisor and if necessary, the Director of the TEP in Sproul 1124. There is also a form (if you are in the M.Ed. program, there is a second form) that you will have to sign at the conclusion of that meeting if you decide to move forward on withdrawing or taking a leave of absence. You will also have to meet with the Lead Credential Analyst to discuss your status in the courses in which you are currently enrolled. Finally, you may have to also speak to your advisor in Financial Aid and/or in the Graduate Division (if you are a M.Ed. candidate). Please note that you may be financially responsible for registration and student fees depending on the date of your withdrawal. **Because of the nature of the Teacher Education Program, it is not permitted to obtain a leave of absence nor is it permitted to withdraw from the credential program while remaining in the M.Ed. program.**

To reapply to the program, you must provide required documentation and pay the application fee as well as meet all admission standards for the year in which you apply.

## FINAL STEPS FOR GRADUATE STUDENTS EARNING M.ED DEGREE

The steps described below are part of the process of earning a graduate degree from the Riverside campus of the University of California. Please note that the steps described here are *in addition* to the required courses in the academic and credential program. If you are a M.Ed. student, you will be contacted by your advisor and/or Graduate Division during the winter/spring quarter regarding the deadlines for each step.

The five steps are described below in the general order in which they occur:

### 1. File your Advancement to Candidacy form

If you will be completing your M.Ed. program in spring or summer, you must “Advance to Candidacy” for your degree during the winter/spring quarter by completing and submitting an *Application for Advancement to Candidacy* via R’Grad (<https://rgrad.ucr.edu/app/home>). Forms must be submitted by the date set by the Graduate Division (see the Graduate Division website for the specific date <https://graduate.ucr.edu/deadlines>. *Candidates who do not Advance to Candidacy by the established deadline will not have the degree conferred until the end of the following quarter.*

### 2. Update your Personal Information in R’WEB

You will need to update your local and permanent address, phone and email on R’WEB (<http://rweb.ucr.edu/>). This will automatically update your personal information in our Student Information System. Your commencement photo proofs, diploma information, etc., will be sent to you using your personal information in R’Web.

### 3. Attend the GRAD FAIR

If you will complete the M.Ed. program in spring or summer, you are invited to participate in UC Riverside’s Commencement Ceremony <https://commencement.ucr.edu/> in June. You must confirm your participation through the Commencement website in May. Information about tickets (if applicable) and the event can also be found on the Commencement website. Caps, gowns, hoods, and tassels may be purchased at the UCR GRAD Fair in May and will also be available for purchase at the UCR Barnes & Noble College Store.

### 4. Confirm Your Intention to Participate in Commencement

Not all students choose to walk in the commencement ceremony. In order to ensure adequate seating for you and your guests, you must confirm your intention to participate through the Commencement website. The commencement ceremony is held in mid-June. You will be notified by the GSOE of the exact time and location of the ceremony during the winter quarter.

## 5. Diplomas

The UCR Registrar will notify you when diplomas are ready for pickup. Diplomas can be mailed to you for a fee. Instructions regarding diploma pick-up or mailing are on the UCR Registrar website: <https://registrar.ucr.edu/graduation-guide/diplomas>

### FINAL STEPS FOR CANDIDATES EARNING A TEACHING CREDENTIAL

The steps described below are part of the process of earning a Teaching Credential from the Riverside campus of the University of California. Please note that the steps described here are *in addition to* the required courses in the credential program. You will be advised by your advisor, regarding the deadlines for each step.

The following steps are described below in the general order in which they occur:

1. Update your Personal Information in R'Web.

You will need to update your local and permanent address, phone and email on R'Web (<http://rweb.ucr.edu/>). This will automatically update your personal information in our Student Information System. Your commencement photo proofs, etc., will be sent to you using your personal information in R'Web.

2. Credential Only Candidates

As a Credential Only candidate you do not need to fill-out or complete a form for graduation.

3. Confirm Your Intention to Participate in Commencement

Not all students choose to walk in the commencement ceremony. In order to ensure adequate seating for you and your guests, you must confirm your intention to participate through the Commencement website. The commencement ceremony is held in mid-June. You will be notified by the GSOE of the exact time and location of the ceremony during the winter quarter.

4. **Attend the GRAD Fair**

You must confirm your participation through the Commencement website in May. Information about tickets (if applicable) and the event can also be found on the Commencement website. Caps, gowns, and tassels may be purchased at the UCR GRAD Fair in May and will also be available for purchase the UCR Barnes & Noble College Store.

## 5. **Certificates**

Credential Only candidates do not receive a certificate from the University. You will receive your Teaching Credential from the Commission once all your requirements have been met and your recommendation is complete. This takes place in mid to late-June.



## STUDENT REPRESENTATION AND VOICE

*“Caminante, no hay puentes, se hace puentes al andar.”*

*“Voyager, there are no bridges, one builds them as one walks.”* Gloria Anzaldúa, Activist  
Professor

### STUDENT REPRESENTATION

Each cohort will provide for the selection of student representatives during Summer Session E. The Student Representative Committee (SRC) will serve as liaison to the Director and Assistant Director of Teacher Education, UCR Supervisors, faculty, and staff. Meetings will be convened regularly to bring student voices to the table. Representatives should be solution-oriented to assist program personnel in program improvement. Representatives will receive some training to help them fulfill their responsibilities in a positive and professional manner and guidance about which matters should be referred directly to the Director or Assistant Director of Teacher Education and which matters should be brought to the SRC. Lina Canawati is the SRC staff facilitator and is the main contact for student representatives.

### STUDENT VOICE

Candidates will have opportunities throughout the program to interact with the Director and Assistant Director of Teacher Education, UCR Supervisors, faculty, and staff to ask questions, make suggestions, and raise concerns. UCR Supervisors generally set aside time in seminars to deal with program-related questions and concerns. TEP academic advisors also have office hours by appointment.

The TEP program is based on the professional knowledge and judgment of experienced university and TEP faculty and operates under the standards established by the CTC <http://www.ctc.ca.gov> and the State of California Education Code ([www.cde.ca.gov](http://www.cde.ca.gov)). As such, you will find a deep commitment to the curriculum and program design that has been established. Your feedback on all aspects of the program will be solicited, carefully considered, and used, as appropriate, for program improvement.

## TEACHER CANDIDATE DISPOSITIONS

*“What was written about Native people early on is the tip of the iceberg. Anthropologists couldn't fathom the extent of native knowledge ...” Professor Willian Madrigal, [Cahuilla Tribe](#)*

Dispositions are critical to learning, how we perceive students and their abilities. Dispositions impact our instruction quality. The TEP has identified professional dispositions that teacher candidates in the GSOE must have to effectively interact with those within our Teacher Education Program as well as the diverse Inland Empire students, families, colleagues and communities in the field. There should be consistent dispositions in both the program and the field. The following dispositions are intended to express expectations for how all teacher candidates will achieve the TEP Mission:

- **Collaboration:** Consistently and effectively collaborates with colleagues, supervisors, and others to improve practice and gain expertise.
- **Preparedness:** Exemplifies strong organizational skills and adapts well to changing environments.
- **Professional Oral Communication:** Demonstrates effective and respectful verbal communication and collaboration.
- **Professional Written Communication:** Demonstrates effective and respectful communication in writing that fosters collaboration and clear communication.
- **Professionalism:** Models exemplary professional practices and demonstrates a commitment to ongoing professional development.
- **Growth Mindset:** Maintains an attitude that promotes a collaborative culture and fosters high expectations for oneself and all others.
- **Appreciation of and value for cultural and academic diversity:** Knows, values, integrates diversity of students and their communities.
- **Self-Regulation:** Able to manage emotions and behaviors with the demands of the situation.
- **Social Emotional Learning:** Demonstrates strong self-awareness, self-management, social-awareness and strong decision-making skills.

**It is the expectation of the GSOE and TEP that candidates remain conscious of this commitment to diversity and professional ethics at all times and use these strengths to inform their teaching and create a safe space for all students to learn, grow, and strive for mastery of the content.**

# Program Structure

*“Let us put our minds together and see what world we can make for our children.” Sitting Bull, Lakota Nation Activist*

## NATURE OF COURSE WORK AND FIELDWORK

The Teacher Education Program is thoughtfully designed to prepare teacher candidates to be critical thinkers and well-rounded educators able to address the needs of all students in culturally responsive ways. Through relevant coursework and valuable fieldwork with partner school districts, the TEP program trains aspiring teachers to serve schools through social justice oriented, community engaged frameworks. Coursework and fieldwork are based on the Teaching Performance Expectations (TPEs) from the California Commission on Teacher Credentialing (CTC) (<http://ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>). As part of your coursework and fieldwork, you will:

- Observe UCR faculty model strategies used in K-12 classrooms
- Participate in demonstration lessons and cooperative group projects;
- Design lesson and unit plans;
- Work with individual students, small groups, and large groups within the context of a public-school classroom;
- Practice performing classroom routines;
- Teach lessons and units;
- Manage individuals, groups and the whole class;
- Assess student learning; and
- Interact with administrators, faculty, staff, parents and students as a professional educator.

## COHORT MODEL

Teacher candidates are assigned to a cohort that is under the guidance of a UCR Supervisor. Attendance is required beginning on June 17, 2021 for the New Student Orientation. **Fieldwork in public schools begins during the week that individual candidates' district begins their academic year (dates will vary).** Other fall quarter classes begin in late September. Teacher candidates are committed to full-time attendance in the credential program from the New Student Orientation on June 17, 2021, through the end of the UCR Spring quarter the following year, or Summer 2022 quarter for Education Specialist candidates.

## INDIVIDUAL SUPPORT MODEL

Each individual teacher candidate is assigned to a supervisor and an academic advisor. Both are the primary supports for candidates.

## TIME COMMITMENT

UCR's program is a full-time, rigorous, and challenging program. In addition to the considerable time spent in class and at school sites, candidates spend additional time on assignments that include reading, writing papers, creating lesson and unit plans, completing group projects, and engaging in technology-based learning.

**You may experience real challenges in organizing your time and in meeting your financial and personal commitments while completing the program. You will not be able to take time off for vacations or other commitments, except, of course, for illness or emergency.** Whenever you have concerns about your ability to manage personal and professional commitments, you should be proactive in contacting your UCR Supervisor and advisor. In addition, the [UCR Counseling Center](#) is an excellent resource and has a wide range of services available.

## PROFESSIONAL DEVELOPMENT EVENTS

*"I change myself; I change the world." Gloria Anzaldua, Activist Professor*

In our Teacher Education Program structure and design, we include all student events, to foster opportunities for you to invest in yourselves as individuals. We come together and think alongside one another in a collective. Use these events to invest in yourself and to meet fellow teacher candidates, build your knowledge base, and explore the opportunities we have placed before you. These events reflect our commitment and values, and are each aligned to our TEP Mission. Events are often hosted on Fridays and Weekends to accommodate your teaching schedule.

### ORIENTATION

Welcome orientation event for the incoming graduate students and formal introduction to your new environment as a member of the Graduate School of Education, Teacher Education Program. Orientation provides you with the opportunity to meet other students beginning their academic career, interact with Teacher Education staff, and meet people who serve as important resources as you create your graduate experience. Community Building activities are included as a way to facilitate introductions to other candidates and develop a positive and collaborative learning environment. In addition, representatives from UCR services, such as UCR Extension and Schools First Credit Union, share information about important resources available to all candidates.

### FINANCIAL AID ORIENTATION

All students are given the opportunity to meet with Financial Aid. This year a Financial Aid Orientation Video was provided information for all their requirements, deadlines, etc. You can re-examine the [Financial Aid video](#). You may also contact them with any questions you have <https://financialaid.ucr.edu> .

### RESTORATIVE JUSTICE WORKSHOPS

All candidates must attend the initial workshop to consider different management styles and explore the theory and practical applications of restorative justice work. This is a program wide workshop that is also attended by all staff, supervisors so that this content can be reinforced in their seminars and seminar lesson plans. A follow up workshop is offered in Winter and Spring quarters for candidates to learn in small group how to set up these classroom management styles in their future classrooms.

## CAREER PREPARATION WORKSHOPS

Mock Interview Panel: The TEP has strong relationships with districts in the regions surrounding UCR. A benefit of these relationships is the willingness of key administrators to participate in mock interview panels. Participation in a mock interview can give you an opportunity to practice your interview skills, learn what districts are looking for in new teachers, and give you valuable exposure to administrators who make hiring decisions. Attendance at the Mock Interview Panel is a mandatory event for all UCR candidates.

Career Center Job Fair: The TEP has a strong, ongoing relationship with the [UCR Career Center](#). One result of this partnership is the implementation of on-campus job fairs focused on hiring new teachers! This academic year's Education and Teacher Job Fair may be held via zoom or in person. More details in weekly TEP Dates to Remember.

## CAREER PREPARATION PROFESSIONAL DEVELOPMENT WORKSHOPS

Throughout the year we will offer professional development workshops on topics that interest you and will also prepare you for your field placements and careers. Last year we hosted 57 professional development workshops, one in every content area of authorization, as well as on classroom management, stress management, mental health of teachers, virtual technology integrations, ethnic studies, etc. If you have specific topics that interest you let our Program Coordinators know and we will work with you to provide the resources and tools you seek. These workshops are held on Fridays, weekends and after classes to coincide with your schedules. We take great care in making it all work for you.

## COURSEWORK

***“The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but no morals. We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.” Martin Luther King, Jr.***

### TEP COURSEWORK OUTCOMES

The Teacher Education programs at the UCR's Graduate School of Education will prepare you to be a critical-thinker and well-rounded educator who addresses the needs of all students in culturally responsive ways. We acknowledge through these quotes the ways that education has been used to harm, we seek to actively change and improve our education system. Through relevant coursework and valuable fieldwork with partner school districts, our programs train aspiring teachers to serve schools through social justice oriented, community engaged frameworks.

In addition to developing pedagogical skill and rigorous content knowledge that align with Common Core State Standards, our programs train teachers to use theory to guide practice, approach teaching using collaborative and co-teaching models, practice restorative justice and models of authentic care, and integrate arts and technology across disciplines. Current forms, resources and updated information can be found here: [https://education.ucr.edu/teacher-education-students#course\\_offerings](https://education.ucr.edu/teacher-education-students#course_offerings)

### TEP COURSE OF STUDY PROGRAM MAPS

All the Teacher Education course of study programs at the UCR's Graduate School of Education are mapped on the subsequent pages (p.13-19). Use the relevant course of study program page as a guide to track your progress in the program. Check in with your academic advisor should you have any questions.

**M.Ed. General Ed with Multiple Subject Teaching Credential – Student Teacher Traditional Program (12 months)**  
**2021-2022 Program Course Schedule**

\*Make an appointment for specific questions about your program course schedule.

Summer Session 1 *Begins June 21, 2021		Summer Session 2		Fall		Winter		Spring	
Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units
EDUC 280L – The Learner	4	EDUC 179A – Language Development in Content Areas	4	EDUC 171 – Reading and Language Development OR EDUC Graduate Elective (for students who have completed EDUC 172)	4			EDUC Graduate Course	4
EDUC 132 – The Exceptional Child	4	EDUC 147 – Education in a Diverse Society	4	EDUC 282A – Curriculum Theory and Instructional Processes: Mathematics and Science	4	EDUC 282B – Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education	4	EDUC 283 – Analyzing the Practice of Teaching	4
		EDUC Graduate Elective: (EDUC 266: Language, Schooling, and Identity)		EDUC Graduate Course – Graduate Level	4	EDUC Graduate Course – Graduate Level	4		
		*Enroll in this course if you need additional units. You should have a total of 8 units during the Summer Session term.							
				EDUC 336A – Supervised Teaching in the Elementary School	2	EDUC 336B – Supervised Teaching in the Elementary School	5	EDUC 336C – Supervised Teaching in the Elementary School	9
				344A – Multiple Subjects Credential Seminar	2	344B – Multiple Subjects Credential Seminar	2	344C – Multiple Subjects Credential Seminar	2
				337A – Teaching Performance Assessment for Multiple Subjects Candidates	1	337B – Teaching Performance Assessment for Multiple Subjects Candidates	1	337C – Teaching Performance Assessment for Multiple Subjects Candidates	1
Units per quarter	4 - 8		0 - 8		17		16		20



**M.Ed. General Ed with Single Subject Teaching Credential – Student Teacher Traditional Program (12 months)**

**2021-2022 Program Course Schedule**

\*Make an appointment for specific questions about your program course schedule.

Summer Session 1 *Begins June 22 <sup>nd</sup> 2020		Summer Session 2		Fall		Winter		Spring	
Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units
EDUC 280L – The Learner	4	EDUC 179A – Language Development in Content Areas	4	EDUC 177/178 – Reading and Writing in the Content Areas  OR  EDUC Graduate Elective (for students who have completed EDUC 174)	4			EDUC Graduate Course – Graduate Level	4
EDUC 132 – The Exceptional Child	4	EDUC 147 – Education in a Diverse Society	4	EDUC 285 (E-2) – Curriculum Theory and Instructional Processes	4	EDUC Graduate Course – Graduate Level	4	EDUC 283 – Analyzing the Practice of Teaching	4
		EDUC Graduate Elective (EDUC 266: Language, Schooling, and Identity)*		EDUC Graduate Course – Graduate Level	4	EDUC Graduate Course – Graduate Level	4		
		*Enroll in this course if you need additional units. You should have a total of 8 units during the Summer Session term.		EDUC 376A – Supervised Teaching in the Secondary School	2	EDUC 376B – Supervised Teaching in the Secondary School	5	EDUC 376C – Supervised Teaching in the Secondary School	9
				EDUC 348A – Single Subject Credential Seminar	2	EDUC 348B – Single Subject Credential Seminar	2	EDUC 348C – Single Subject Credential Seminar	2
				EDUC 377A – Teaching Performance Assessment for Single Subject Candidates	1	EDUC 377B – Teaching Performance Assessment for Single Subject Candidates	1	EDUC 377C – Teaching Performance Assessment for Single Subject Candidates	1
Units per quarter	4 - 8		0 - 8		17		16		20

**M.Ed. Special Ed and Dual Education Specialist Teaching Credentials - Student Teacher Traditional Program (5 quarters)**  
**(Note\*: Internship may not be combined with program)**

*2021-2022 Program Course Schedule*

\*Make an appointment for specific questions about your program course schedule.

Year 1 – Summer Session 1 *Begins June 22 <sup>nd</sup> , 2020		Year 1 – Summer Session 2		Year 1 – Fall *Meet with Faculty M.Ed. Advisor		Year 1 – Winter		Year 1 – Spring		Year 2 - Fall	
Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units
EDUC 280L – The Learner	4	EDUC 179A – Language Development in Content Areas	4	EDUC 171 – Reading and Language Development	4			(optional) EDUC Graduate Course - student may not exceed 21 units per quarter		EDUC Graduate Course	4
EDUC 132 – The Exceptional Child	4	EDUC 147 – Education in a Diverse Society	4	282A – Curriculum Theory and Instructional Processes: Mathematics and Science	4	282B – Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education	4	295B – Adapting Core Curriculum and Standard-Based Instruction (Mild-Moderate Disabilities)	4	EDUC Graduate Course	4
		133 – Issues and Trends in Special Education (for Special Ed only)	4	295C – Curriculum and Instruction for Students with Severe Disabilities (Moderate – Severe)	4	295D – Functional Communication and Self-Advocacy with Moderate-Severe	4	129 – Educational Assessment of Individuals with Disabilities	4		
				EDUC Graduate Course	4						
				335A – Supervised Teaching in Special Education (Special Education Seminar)	4	345A or 345B – Supervised Student Teaching in a Special Class for Individuals with Mild/Moderate disabilities	12	345 A or 345B – Supervised Student Teaching in a Special Class for Individuals with Moderate/Severe disabilities	12		
Units per quarter	8		12		20		20		20		8

## Multiple Subject Teaching Credential - Student Teacher Traditional Program (12 months)

### 2021-2022 Program Course Schedule

\*Make an appointment for specific questions about your program course schedule.

Summer Session 1 *Begins June 22 <sup>nd</sup> , 2020		Summer Session 2		Fall		Winter		Spring	
Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units
162 – Learning Theory and Psychology in Education	4	EDUC 179A – Language Development in Content Areas	4	EDUC 171 – Reading and Language Development	4				
EDUC 132 – The Exceptional Child	4	EDUC 147 – Education in a Diverse Society	4	EDUC 282A – Curriculum Theory and Instructional Processes: Mathematics and Science	4	EDUC 282B – Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education	4		
				EDUC 336A – Supervised Teaching in the Elementary School	2	EDUC 336B – Supervised Teaching in the Elementary School	5	EDUC 336C – Supervised Teaching in the Elementary School	9
				344A – Multiple Subjects Credential Seminar	2	344B – Multiple Subjects Credential Seminar	2	344C – Multiple Subjects Credential Seminar	2
				337A – Teaching Performance Assessment for Multiple Subjects Candidates	1	337B – Teaching Performance Assessment for Multiple Subjects Candidates	1	337C – Teaching Performance Assessment for Multiple Subjects Candidates	1
Units per quarter	0 - 8		0 - 8		13		12		12

**Single Subject Teaching Credential – Student Teacher Traditional Program (12 months)  
2021-2022 Program Course Schedule**

\*Make an appointment for specific questions about your program course schedule.

Summer Session 1 *Begins June 22 <sup>nd</sup> , 2020		Summer Session 2		Fall		Winter		Spring	
Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units
162 – Learning Theory and Psychology in Education	4	EDUC 179A – Language Development in Content Areas	4	EDUC 177/178 – Reading and Writing in the Content Areas	4				
EDUC 132 – The Exceptional Child	4	EDUC 147 – Education in a Diverse Society	4	EDUC 285 (E-Z) – Curriculum Theory and Instructional Processes	4				
				EDUC 376A – Supervised Teaching in the Secondary School	2	EDUC 376B – Supervised Teaching in the Secondary School	5	EDUC 376C – Supervised Teaching in the Secondary School	9
				EDUC 348A – Single Subject Credential Seminar	2	EDUC 348B – Single Subject Credential Seminar	2	EDUC 348C – Single Subject Credential Seminar	2
				EDUC 377A – Teaching Performance Assessment for Single Subject Candidates	1	EDUC 377B – Teaching Performance Assessment for Single Subject Candidates	1	EDUC 377C – Teaching Performance Assessment for Single Subject Candidates	1
Units per quarter	0 - 8		0 - 8		13		8		12

**Dual Education Specialist Teaching Credential - Student Teacher Traditional Program (12 months)**  
**(Note\*: Internship may not be combined with program)**

*2021-2022 Program Course Schedule*

\*Make an appointment for specific questions about your program course schedule.

Summer Session 1 *Begins June 22 <sup>ND</sup> , 2020		Summer Session 2		Fall		Winter		Spring	
Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units	Course Name	Units
162 – Learning Theory and Psychology in Education	4	EDUC 179A – Language Development in Content Areas	4	EDUC 171 – Reading and Language Development	4				
EDUC 132 – The Exceptional Child	4	EDUC 147 – Education in a Diverse Society	4	282A – Curriculum Theory and Instructional Processes: Mathematics and Science	4	282B – Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education	4	295B – Adapting Core Curriculum and Standard-Based Instruction (Mild-Moderate Disabilities)	4
		133 – Issues and Trends in Special Education (for Special Ed only)	4	295C – Curriculum and Instruction for Students with Severe Disabilities (Moderate – Severe)	4	295D – Functional Communication and Self-Advocacy with Moderate-Severe	4	129 – Educational Assessment of Individuals with Disabilities	4
				335A – Supervised Teaching in Special Education (Special Education Seminar)	4	345A or 345B – Supervised Student Teaching in a Special Class for Individuals with Mild/Moderate disabilities	12	345A or 345B – Supervised Student Teaching in a Special Class for Individuals with Moderate/Severe disabilities	12
Units per quarter	8		12		16		20		20

## SPED COURSEWORK

SPED candidates earn dual credentials in Mild/Moderate and Moderate/Severe within thirteen months (two summer sessions plus one academic year). M.Ed. candidates complete their degree in the subsequent Summer or Fall terms. It is noteworthy that Special Education candidates take the full complement of courses that Multiple Subject candidates take. This assures that they meet the Universal TPEs and are well prepared to teach in General Education settings. Most candidates take the credential courses in combination with their Master's degree coursework, which adds 12-16 graduate level units in Special Education.

## TEP COURSEWORK AND SUPPORTING ENGLISH LANGUAGE LEARNERS

Attention to the needs of English learners is embedded in the programs. All candidates take the Education in a Diverse Society course; principles of SDAIE instruction and Universal Design for Learning are taught in Seminar; meeting the language needs of emerging bilinguals are incorporated into the syllabi of EDUC 171 and EDUC 179A; Seminar topics include Culturally Relevant teaching and stress academic vocabulary; professional development activities teach Restorative Justice, anti-bullying and anti-racism; and every lesson plan requires candidates to address how they will meet the needs of English Learners. The UCR preliminary credential program includes content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction within the subject area and grade level authorization of the credential.

# TEP CLINICAL PRACTICE

*“The mere imparting of information is not education.” Carter Woodson, Abolitionist*

## INTRODUCTION

The Teacher Education Program expends a great deal of time and effort establishing relationships between the Teacher Education Program and various school districts in the Inland Empire. When candidates are visiting schools in any capacity, they should recall that they are representatives of the Teacher Education Program. The impressions that candidates make upon the visited schools/teachers will affect not only their own future, but also the reputation of the Teacher Education Program. Accordingly, candidates should conduct themselves in a [professional manner—in both appearance and deportment.](#)

## SUPERVISOR OF TEACHER EDUCATION (STE) RESPONSIBILITIES

Each credential candidate is assigned a UCR Supervisor of Teacher Education (STE). Once the assignments are announced, it is the responsibility of the candidate to contact the Supervisor (STE). The Supervisor (STE) is your primary and first resource should concerns arise about program structure or about the preparation of the candidate. If you have any difficulty contacting the Supervisor (STE) or feel that you need additional assistance, please contact either the Assistant Director of Teacher Education or the Director of Teacher Education.

## FIELD PLACEMENTS

All field placements must be assigned/approved by the Field Placement Director. Field placements are rarely changed, and changes require prior approval by the Field Placement Director. Candidates are not permitted to change fieldwork assignments on their own. If a candidate has a serious concern about his or her school site and/or District Cooperating Teacher (DCT), s/he or they should consult their STE and Field Placement Director immediately.

## TEP CLINICAL PRACTICE MODEL

The TEP Clinical Practice model is designed to support what teacher candidates are learning in other courses and bridge pedagogy with real life experiences in classrooms. There are three main components of Clinical Practice: Seminar, Supervised Student Teaching, and Teacher Performance Assessment. Supervised Fieldwork and Seminar begins in Summer Session E. Seminar is intended to provide support for classroom instructional practice for teacher candidates. The Supervised Student Teaching sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. In Teacher Performance Assessment, each candidate participates in and reflects on a variety of activities representing distinct roles of beginning educators. In addition, Classroom Management strategies, including Culturally Responsive Teaching, Restorative Practices, and Social Emotional Learning, are emphasized in all three elements. Clinical Practice is a critical component of the teacher

candidate’s preparation, linking theory to practice and rooted the TEP Mission and informed by the California Commission on Teacher Credentialing requirements.

### TEP CLINICAL PRACTICE OUTCOMES

Upon completion of the program, candidates are required to demonstrate proficiency in the Teacher Performance Expectations (TPEs):

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Credential candidates are evaluated based on the Teaching Performance Expectations (TPEs), which can be found in the Appendix. The following rubric is used to assess candidate progress.

The [Teacher Performance Expectation Developmental Continuum](#) is used to assess candidate progress and identify areas of strength and refinement for instructional practice. On the following page is an example of the TPE 1 evaluation rubric:

#### Teacher Candidate TPE Evaluation – Using TPE Developmental Continuum

Teacher Candidate:

Completed by:

Please rate the teacher candidate’s performance on the Teaching Performance Expectations (TPEs).

	Emerging 1 Some implementation of Emerging Level	Emerging 2 Partial Implementation of Emerging Level	Emerging 3 Full Implementation of Emerging Level	Exploring 4 Some implementation of Exploring Level	Exploring 5 Partial Implementation of Exploring Level	Exploring 6 Full Implementation of Exploring Level	Applying 7 Some implementation of Applying Level	Applying 8 Partial Implementation of Applying Level	Integrating 9 Full Implementation of Applying Level
<b>TPE 1: Engaging and Supporting All Students in Learning</b>	Emerging			Exploring			Applying/Integrating		
	1	2	3	4	5	6	7	8	9
Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 1.3	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 1.5	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports 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. [Note: Also consider the language acquisition needs of non-EL students] 1.6	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. 1.8	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fall Comments:									
Winter Comments:									
Spring Comments:									



## SUPERVISOR OF TEACHER EDUCATION (STE) RESPONSIBILITIES

Supervisors (STEs) are coaches, guides, and mentors who provide positive reinforcement for effective practices; suggest and teach alternatives for ineffective practices; and assess implementation of alternative practices. STEs are required to be fully familiar with the TEP Mission/Goals, the California Teaching Performance Expectations (TPE's) for the teaching profession as part of the evaluation process of each candidate. STEs will provide rigorous and constructive feedback, which includes both areas of strength and areas for growth.

STE responsibilities include:

- Student Performance Assessment, course assignment tracking and support
- Providing training for District Cooperating Teachers (DCTs) at assigned school sites
- Preparing and submitting all documents and reports as required for public school placement of candidates and compensation of (DCTs) by the established deadlines each quarter
- Maintaining accurate and complete records for all assigned candidates in compliance with GSOE procedures and California Commission on Teacher Credentialing (CTC) requirements
- Maintaining regular communication with teacher education staff and candidates through office hours, telephone, and/or email availability
- Teaching Seminar Courses (edTPA course, Field Work, Seminar)
- Submitting grades for all assigned courses per university deadlines

Supervisors meet at the start of each term with the DCT to review program expectations. Supervisors conduct a minimum of 4 lesson observations and an evaluation each term. Coordinated advisement takes place at end-of-term exit conferences. The TEP has a multi-tier Support system for candidates who are struggling, which includes staff support and utilizes University resources (Counseling center, Disability Resource Center).

Supervisors use these [forms as a guide throughout](#) and are also pictured in the following pages.

## DISTRICT COOPERATING TEACHER (DCT) RESPONSIBILITIES

Candidates are assigned to a District Cooperating Teacher, who will provide forms of support that may include coaching, modeling and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies.

District Cooperating Teachers are identified as highly effective practitioners with a minimum of three years teaching experience and demonstrated organizational and leadership abilities. The DCT selection process is rigorous and highly selective as mentors must have evidence of long term, positive impact on student learning as classroom teachers. DCTs have strong knowledge

of relevant systems and exemplary communication skills that are required for the supervision component of Clinical Practice.

All DCTs are required to complete a minimum of ten hours professional development training in coaching adult learners. TEP has developed a ten-hour training course for new DCTs. The course consists of articles and videos on cognitive coaching, mentoring adult learners and pedagogical issues and trends. The course involves a mix of commentary on carefully selected articles and videos about state-of-the-art educational practices and the role of educational mentor, including multiple opportunities to discuss and apply the information directly with their candidates.

DCTs provide a minimum of 5 hours each week of mentoring, support and guidance. In addition, DCTs complete two formal lesson observations and an end-of-term evaluation each quarter. The STE and DCT meet regularly to discuss support strategies to ensure teacher candidates are demonstrating marked improvement in the Teacher Performance Expectations (TPEs) using the TPE observation tool throughout the year.

A suggested pacing guide will be provided to support DCTs with their responsibilities throughout the year. Candidates are expected to meet with their DCTs at least an hour each week for feedback, planning and mentoring. A complete lesson design plan is to be given or emailed to the DCT at least one day in advance before presenting in the classroom.

<p>FIG. 3 Understanding and Organizing Subject Matter for Student Learning</p>	<p>Emerging 1 Some Implementation of Emerging Level</p>	<p>Emerging 2 Partial Implementation of Emerging Level</p>	<p>Emerging 3 Full Implementation of Emerging Level</p>	<p>Exploring 4 Some Implementation of Exploring Level</p>	<p>Exploring 5 Partial Implementation of Exploring Level</p>	<p>Exploring 6 Full Implementation of Exploring Level</p>	<p>Applying 7 Some Implementation of Applying Level</p>	<p>Applying 8 Partial Implementation of Applying Level</p>	<p>Integrating 9 Full Implementation of Applying Level</p>
<p>Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. 3.1</p>	<p>Demonstrates understanding of subject matter and academic language (self, peer).</p>	<p>Partial implementation of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 3: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Exploring 4: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 5: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 6: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Applying 7: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Applying 8: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Integrating 9: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>
<p>Uses knowledge about students and learning goals to organize the curriculum to facilitate understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. 3.2</p>	<p>Partial implementation of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 2: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 3: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Exploring 4: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 5: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 6: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Applying 7: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Applying 8: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Integrating 9: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>
<p>Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implements disciplinary and cross-disciplinary learning sequences. 3.3</p>	<p>Partial implementation of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 2: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 3: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Exploring 4: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 5: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 6: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Applying 7: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Applying 8: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Integrating 9: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>
<p>Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students. 3.5</p>	<p>Partial implementation of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 2: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Emerging 3: Demonstrates understanding of subject matter and academic language: begins to self, peer).</p>	<p>Exploring 4: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 5: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Exploring 6: Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.</p>	<p>Applying 7: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Applying 8: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>	<p>Integrating 9: Uses broad knowledge of the relationship between subject matter concepts, academic language, academic content standards, academic language and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.</p>

TYPE 4 Planning Instruction and Designing Learning Experiences for All Students	Emerging 1 <i>Some Implementation of Emerging Level</i>	Emerging 2 <i>Partial Implementation of Emerging Level</i>	Emerging 3 <i>Full Implementation of Emerging Level</i>	Exploring 4 <i>Some Implementation of Exploring Level</i>	Exploring 5 <i>Partial Implementation of Exploring Level</i>	Exploring 6 <i>Full Implementation of Exploring Level</i>	Applying 7 <i>Some Implementation of Applying Level</i>	Applying 8 <i>Partial Implementation of Applying Level</i>	Integrating 9 <i>Full Implementation of Applying Level</i>
Makes effective use of instructional time to maximize learning opportunities for all students. 4.4a	Plans instruction with attention to pacing with consideration of lesson type.	adjustments for student work time and transition to optimize learning. Plans for student to complete learning activities and allows for adjustments of time allotted for tasks.	Plans for student to complete learning activities and allows for adjustments of time allotted for tasks.	Plans instruction with attention to providing adequate time for instruction, checking for understanding, completion of learning activities and closure for a variety of learning activities in the time allotted with options for extension and review.	Plans instruction with attention to providing adequate time for instruction, checking for understanding, completion of learning activities and closure for a variety of learning activities in the time allotted with options for extension and review.	Plans instruction with attention to providing adequate time for instruction, checking for understanding, completion of learning activities and closure for a variety of learning activities in the time allotted with options for extension and review.	Plans instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. Plans for students to use their instructional time to engage in and complete learning activities and to prepare for the next sequence of instruction.	Plans instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. Plans for students to use their instructional time to engage in and complete learning activities and to prepare for the next sequence of instruction.	Plans instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. Plans for students to use their instructional time to engage in and complete learning activities and to prepare for the next sequence of instruction.
Plans and implements Universal Design for Learning* strategies and appropriate modifications in order to provide access to the curriculum for all students. 4.4b	Incorporates into planning principles of <i>Universal Design for Learning</i> .			Assesses in planning the strengths and competence of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from <i>Universal Design for Learning</i> strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions used previous to referral.	Assesses in planning the strengths and competence of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from <i>Universal Design for Learning</i> strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions used previous to referral.	Assesses in planning the strengths and competence of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from <i>Universal Design for Learning</i> strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions used previous to referral.	Assesses in planning the strengths and competence of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from <i>Universal Design for Learning</i> strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions used previous to referral.	Assesses in planning the strengths and competence of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from <i>Universal Design for Learning</i> strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions used previous to referral.	Assesses in planning the strengths and competence of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from <i>Universal Design for Learning</i> strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions used previous to referral.
Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials and resources. 4.4c	Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. Planning accounts for potential areas of bias.			Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about students, families and cultures, integrates culturally responsive pedagogy, and demonstrates respect for all learners.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about students, families and cultures, integrates culturally responsive pedagogy, and demonstrates respect for all learners.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about students, families and cultures, integrates culturally responsive pedagogy, and demonstrates respect for all learners.
Plans for and effectively orchestrates opportunities for students to support each other in learning. 4.4d	Plans for structured, supportive interactions between students that support their own and their peers' learning.			Uses a variety of structures for supportive interaction between students that support their own and their peers' learning during activities that ensure a focus on and completion of learning tasks.	Uses a variety of structures for supportive interaction between students that support their own and their peers' learning during activities that ensure a focus on and completion of learning tasks.	Uses a variety of structures for supportive interaction between students that support their own and their peers' learning during activities that ensure a focus on and completion of learning tasks.	Integrates a variety of structures for supportive interaction between students that support their own and their peers' learning that engage students constructively and productively in learning.	Integrates a variety of structures for supportive interaction between students that support their own and their peers' learning that engage students constructively and productively in learning.	Integrates a variety of structures for supportive interaction between students that support their own and their peers' learning that engage students constructively and productively in learning.
Plans instruction that promotes a range of communication strategies and activity modes between teachers and student and among students. 4.7	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.			Engages students in a range of communication strategies (collaborative, interpretive, productive) and activity modes between teacher and student and among students that are culturally responsive* and engage students in the development and monitoring of norms.	Engages students in a range of communication strategies (collaborative, interpretive, productive) and activity modes between teacher and student and among students that are culturally responsive* and engage students in the development and monitoring of norms.	Engages students in a range of communication strategies (collaborative, interpretive, productive) and activity modes between teacher and student and among students that are culturally responsive* and engage students in the development and monitoring of norms.	Engages students in monitoring and reflecting on communication strategies and activity modes between teacher and student and among students in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.	Engages students in monitoring and reflecting on communication strategies and activity modes between teacher and student and among students in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.	Engages students in monitoring and reflecting on communication strategies and activity modes between teacher and student and among students in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.

\* Universal Design for Learning Principles include providing multiple means of representation of information, clarification and support for vocabulary, text, symbols, and expressions; comprehension strategy instruction; providing multiple means for expression and communication to demonstrate understanding; structuring student planning, goal setting, progress monitoring, managing information and resources; providing multiple means for engagement through choice, relevance and minimization of distractions; collaboration, community, varied demands and resources to maximize challenge; mastery-oriented feedback, self-assessment, and reflection.

<p>TPE 5: Assessing Students for Learning</p> <p>Demonstrates knowledge of the purposes, characteristics, and appropriate uses of different types of assessments. 5.1</p>	<p>Emerging 1 <i>Some Implementation of Emerging Level</i></p> <p>Uses varied types of assessments (pre-assessment, formative and summative);</p>	<p>Emerging 2 <i>Partial Implementation of Emerging Level</i></p>	<p>Emerging 3 <i>Full Implementation of Emerging Level</i></p>	<p>Exploring 4 <i>Some Implementation of Exploring Level</i></p>	<p>Exploring 5 <i>Partial Implementation of Exploring Level</i></p>	<p>Exploring 6 <i>Full Implementation of Exploring Level</i></p>	<p>Applying 7 <i>Some Implementation of Applying Level</i></p>	<p>Applying 8 <i>Partial Implementation of Applying Level</i></p>	<p>Integrating 9 <i>Full Implementation of Applying Level</i></p>
<p>Collects and analyzes assessment data from multiple measures and sources (including information from IEP, IEPSP, ITP and 504 plans) to plan and modify instruction and document students' learning over time. 5.2, 5.8</p>	<p>Collects data using a variety of assessments. Adjusts instruction based on analysis of assessment data.</p>	<p>FALL RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>
<p>TPE 6: Developing as a Professional Educator</p> <p>Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. 6.1</p>	<p>Emerging 1 <i>Some Implementation of Emerging Level</i></p> <p>Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</p>	<p>Emerging 2 <i>Partial Implementation of Emerging Level</i></p>	<p>Emerging 3 <i>Full Implementation of Emerging Level</i></p>	<p>Exploring 4 <i>Some Implementation of Exploring Level</i></p>	<p>Exploring 5 <i>Partial Implementation of Exploring Level</i></p>	<p>Exploring 6 <i>Full Implementation of Exploring Level</i></p>	<p>Applying 7 <i>Some Implementation of Applying Level</i></p>	<p>Applying 8 <i>Partial Implementation of Applying Level</i></p>	<p>Integrating 9 <i>Full Implementation of Applying Level</i></p>
<p>Responsible for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. 6.5</p>	<p>FALL RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>FALL RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>FALL RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>WINTER RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>WINTER RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>WINTER RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>WINTER RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>WINTER RATING LEVEL/NOTES/NEXT STEPS:</p>	<p>WINTER RATING LEVEL/NOTES/NEXT STEPS:</p>
<p>Quarterly Summary and End-of-Year Clear/Induction Transition Plan</p>									
<p>TPE Strengths:</p>									
<p>TPE Target Growth Areas:</p>									
<p>Next Steps:</p>									

## DISTRICT COOPERATING TEACHER (DCT) OF THE YEAR ANNUAL SCHOLARSHIP

The District Cooperating Teacher plays a crucial role in the development of candidates by lending their time and expertise to prepare candidates for their careers as future educators. Researchers in the area of teacher education have asserted that of all the people that prepare pre-service teachers, it's the district cooperating teacher that has the greatest influence on a candidates' future success or failure (Balch and Balch, 1998; Funk, et al., 1982).

The DCT of the Year Scholarship is an annual recognition program honoring DCTs who have provided quality mentorship and embedded specific teaching practices that the Teacher Education Program values, such as culturally responsive teaching practices, educational/social justice, social-emotional Learning, Universal Design Learning, and trauma-informed practices. Candidates nominate DCTs who have demonstrated exemplary ability and effort in supervision and support.

## SEMINAR

Seminar is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in seminar courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations.

Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district cooperating teacher. During seminar, instructional practices are evaluated, and strategies are introduced to maximize the impact on student learning in K-12 classrooms.

These essential questions (EQ's) will guide development in the course:

- What skills and strategies do I need to master when planning for data driven instruction?
- How do I engage and teach diverse learners in the classroom?
- How do I use data from my students to improve instruction?
- How can I improve my practice using feedback from STEs, coursework instructors, and colleagues?
- How do I demonstrate proficiency in the Teaching Performance Expectations in my practice?

## BILINGUAL AUTHORIZATION SEMINAR

Specialized requirements for BILA seminar have been created in order to prepare teacher candidates for effective instruction in a dual language classroom setting. At least 1-3 seminars are taught in Spanish. Guest speakers will be asked to join seminar sessions and can include: BiLA resource teachers, BLN network teachers, DLI teachers, DCTs, and other experts in the field. The selected experts are invited to lead seminars in Spanish and have assignments submitted to them for feedback.

## CLASSROOM MANAGEMENT

Credential candidates are expected to develop appropriate practices to accommodate differences in learning styles, needs, interests, and levels of readiness. Within seminar courses, strategies such as flexible grouping, tiered interventions, collective and individual accountability, and accommodations are evaluated and discussed. During supervised student teaching, candidates are expected to implement routines and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. The following rubric is used to assess candidate progress.

4	<p><b><u>Applying Practice:</u> Consistently uses the knowledge, skill, and/or practice appropriately and competently.</b></p> <p><i>Responds to all elements of the directed task in an exemplary way. May go beyond the requirements of the task. Information and conclusions are detailed, directly addresses the question, and reflects content knowledge and effective instructional practices. Uses appropriate instructional strategies for students with special needs (such as UDL and MTSS) and/or English learners (such as SDAIE) to provide access to the curriculum.</i></p>
3	<p><b><u>Exploring Practice:</u> Demonstrates a developing ability to use the knowledge, skill, and/or practice appropriately and competently.</b></p> <p><i>Candidate connects subject matter to real-life contexts to engage student interests, supports student motivation and allows students to extend their learning—including multiple means of representation and expression. Responds to all elements of the task in a satisfactory way. May not expand or go beyond required elements. May have uneven evidence or details, however, shows knowledge of important instructional and content issues.</i></p>
2	<p><b><u>Emerging Practice:</u> Demonstrates an awareness of the knowledge, skill, and/or practice and its importance, but not able to demonstrate competent use.</b></p> <p><i>Responds to some elements of the task in a satisfactory way but may lack evidence or details. Shows limited understanding of important instructional and content</i></p>

	<i>issues. Makes limited attempts to connect subject matter to real-life contexts to engage students.</i>
1	<p><b><u>Novice Practice:</u> Shows little or no awareness of knowledge, skills, and/or practices in contexts where there should be awareness and/or use.</b></p> <p><i>Responses may address some elements of the task but lacks clarity, details, and knowledge of instructional and content issues. May include elements unrelated to the task or omits some elements of the task. Does not connect subject matter to real-life contexts to engage students.</i></p>

- **Classroom theories inform classroom management:**
  - EDUC 147 Summer, Education in a Diverse Society: Prior to entering classrooms, candidates take this course which includes exploring systemic injustice and ways to make content learning accessible for diverse student populations.
- **Classroom Management Mentorship and Evaluation:** Each candidate is in the classroom for 600 student teaching field hours. Each of their field hours is supervised by a District Cooperating Teacher (DCT) and a Supervisor of Student Teaching (STE). Classroom management is reviewed for each student 4 times each quarter with a summative assessment at the end of each quarter giving feedback on the candidate's performance. Each quarterly summative assessment informs the focus on skill set development of the subsequent quarter.
- **Classroom Management Plan:** Each candidate is required to complete a Fall classroom management plan in which they plan for the following areas: routines, consequences, learning time, praise, redirection, content, and behavior management. The CMP contains the following sections: 1. Philosophy Statement and Objectives, 2. Room Environment, 3. Classroom Procedures, 4. Classroom Rules (Expectations), 5. Persistent Misbehavior, 6. Positive Reinforcement, 7. Parent Involvement. The Classroom Management Plan is an Embedded Signature Assessment (ESA) aimed at helping you articulate your own classroom structure. As part of this assessment, you must be able to articulate and support your classroom management plan.
  - These plans are revised and developed over the course of the year and in Spring quarter before they graduate, they resubmit a revised classroom management plan for the new classroom upon graduation.
- **Classroom Management within Lesson Plans:** Within each lesson plan every candidate submits for review management plans to their cooperating teacher and supervisor and methods instructors for feedback. Seminar Lesson Plans (EDUC 337 A, B,C) & edTPA lesson plans (EDUC 377 A, B, C) all contain these elements: rules and routines, learning time, praise, redirection, and standard based content objectives and assessments.
- **EdTPA:** This performance-based teacher assessment evaluates candidate's classroom management competencies during instruction including positive learning environment,



respect and rapport, and appropriately challenging students by promoting higher order thinking

# STUDENT TEACHING

*“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Maya Angelou, Activist*

## STUDENT TEACHING EXPECTATIONS

The TEP faculty, school administrators, and District Cooperating Teachers (DCTs) understand that candidates at the beginning of the program do not yet possess extensive knowledge of elementary or secondary schools, classrooms, and students. They also understand that candidates are developing their knowledge and skill in the areas of curriculum, planning, instruction, management, and assessment. Indeed, these are the very kinds of knowledge, skills, and experience that you will obtain during the program. However, you do possess personal qualities and characteristics that will enable you to meet your responsibilities throughout the program, such as:

- A positive and cooperative spirit.
- Enthusiasm about teaching and learning.
- A caring attitude toward children and adolescents.
- Willingness to listen to and learn from experienced teachers at UCR and in the schools.
- Ability to manage time, materials, and responsibilities in an organized fashion.
- Initiative and resourcefulness.

These are also qualities that administrators seek in new teachers and will be paying attention to as they observe you as you work in your DCT's classroom as a candidate.

## CANDIDATE OF THE YEAR SCHOLARSHIP

Candidates who have demonstrated the ability to plan and develop culturally responsive teaching practices as modeled and observed by both DCT and STE will be eligible for nomination as Candidate of the Year.

## PROFESSIONAL CONDUCT

Professional conduct for UCR TEP Candidates includes:

- Personal appearance and dress comparable to the standards and expectations for employed teachers at the assigned school site.
- Cooperation and professional interaction with colleagues, staff, parents, and students.
- Regular attendance and punctuality; the candidate should sign in/sign out each site day in the appropriate log in the school office. If a candidate is absent or anticipates being late to a school site, s/he should contact the teacher ahead of time, as well as inform the University Supervisor and Student Teaching Seminar instructor.

- Demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- Supervision: The Field Placement Director assigns a University Supervisor of Teacher Education (STE) to each candidate. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the year.
- District Cooperating Teachers (DCT) will be assigned to each candidate. DCTs are selected based on skills, experience and ability. Once the DCT assignment is made, the candidate is responsible for contacting the supervisor and working out a schedule. Then notifying the STE of their schedule each quarter.
- Familiarity and compliance of the candidate with all applicable requirements and deadlines of the Teacher Education program related to Student Teaching. (*Note: The candidate is responsible for tracking, maintaining, and communication their student teaching hour records. 600 hours of student teaching are required.*)

### STUDENT TEACHING FIELDWORK HOURS

**600 hours of supervised clinical experience is required of all candidates.** According to the CTC, these are examples of appropriate hours that may be included in the 600 clinical hours:

- Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching,
- Co-planning time, with DCTs for lessons that the candidate will deliver,
- Working with DCTs, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students,
- Time observing DCTs providing instruction
- Time working with professional learning communities, grade level and department meetings.

200 hours each quarter must be reviewed and documented in Watermark. If less than 400 hours are recorded by the end of Winter quarter, the student may be placed on a Tier Report to ensure compliance with the CTC requirements for clinical practice. **The candidate is responsible for tracking and maintaining records and having clinical hours verified by their DCT and STE in Watermark on a regular basis.**

### SPED STUDENT TEACHING HOURS

SPED candidates take 14 units of coursework unique to Special Education (Seminar and Teaching Performance classes), plus complete an additional 172 hours of Student Teaching (772 hours vs. 600). Early fieldwork begins in summer and increases to 20 hours of student teaching per week in the Fall term and full-time student teaching (28 hours per week) in the Winter and Spring terms.

### CANDIDATE OBSERVATION SCHEDULE

In total, each candidate has at least 600 hours of full-time student teaching in a classroom over a 30-week period. Each quarter (Fall, Winter, Spring), it is recommended that candidates have at least 200 hours of student teaching. They are enrolled in a credential seminar course, supervised student teaching in the schools and a teaching performance course. Both courses

are taught by their supervisors to monitor and develop their teaching and dispositional skills. Each quarter (Fall, Winter, Spring) they have 4 student teaching observations and a summative assessment evaluation with their supervisor for their 200 field hours (12 total observations and 3 summative assessment evaluations over the academic year). Each individualized meeting tracks their progress and notes areas of strength and targeted areas of development.

## BILINGUAL AUTHORIZATION CANDIDATE OBSERVATION REQUIREMENTS

Specialized requirements for BILA student teaching have been created in order to prepare candidates for effective instruction in a dual language classroom setting. A minimum of four (4) Spanish Lesson Plans, which will include academic Spanish language development strategies, must be submitted for feedback. These lesson plans can include: a mini lesson, one “write a lesson” and give/get partner feedback on Spanish and lesson content, one partner lesson, or full individual lessons. DCTs and/or guest speakers will provide academic language development feedback. The goal of these assignments is for teacher candidates to practice and receive formative feedback on academic Spanish language usage, pedagogy and curriculum.

## CANDIDATE OBSERVATION PROTOCOL

### *I. Pre-Observation*

- Candidate submits a lesson plan with lesson/content objectives, guiding TPEs and **Action Objective/Rationale for observation** clearly articulated. Lesson plans will be uploaded to Watermark.

### *II. Observation*

- Supervisor observes the entire lesson taking notes

### *III. Post-Observation: Feedback and Debrief*

- STE/DCT and candidate meet to review the lesson plan and observation notes in relation to the Action Objective rationale for observation.
- Make connections with principles of effective teaching and how what has been learned from reviewing the observation notes and how that will inform imminent teaching efforts and next steps.
- Candidates talk through the evidence they identify of how/if they met their Action Objective rationale for observation.
- STE/DCT supports the candidate to focus on the evidence from the lesson of what they said/did and what students said/did and how that informs the candidate’s next steps in their teaching. Time permitting, the debrief may open to broader observations from the lesson. Use the classroom context to reason about interactions - known inter-relational dynamics, what teaching came before this lesson, rationale for this learning segment...

### *IV. Post Debrief*

- The STE/DCT completes the TPE Observation Formative Rubric on Watermark.
- The candidate reflects upon specific evidence and details discussed during the debrief and identifies TPE-informed next steps to include in the next observed lesson. *What are your next steps as a result of this observation and debrief?*

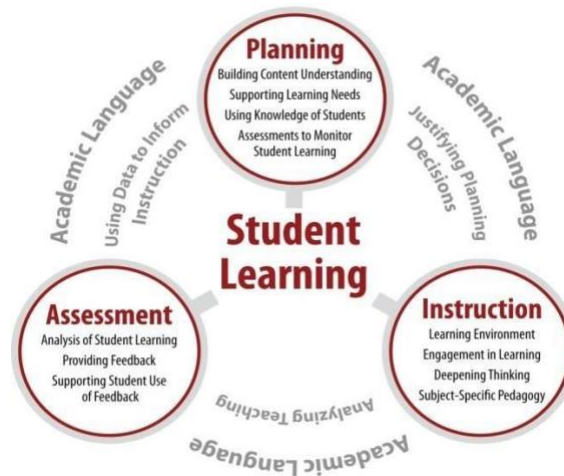
- During weekly seminar, STEs/DCTs and candidates evaluate the impact on student learning, discuss goals and identify next steps.

The Observation Cycle is complete when the following documents have been uploaded to their designated location:

- The observed lesson plan (candidate) - Watermark
- 2021-2022 TPE Observation Rubric (STE/DCT) - Watermark

A minimum of four observation cycles are completed each quarter by the STE. A minimum of two observation cycles are completed by the DCT each quarter.

## TEACHER PERFORMANCE ASSESSMENT (EDTPA)



During the Teacher Performance Assessment course, candidates will have multiple and systematic opportunities to learn about and practice competency in the TPEs through observation, study and the completion of **Embedded Signature Assignments (ESAs)**. These ESAs will prepare candidates to demonstrate competency on the state required summative assessment, the edTPA.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The goals and objectives of edTPA are to: develop knowledge of subject matter, content standards, and subject-specific pedagogy; develop and apply knowledge of varied students' needs; consider research and theory about how students learn; reflect on and analyze evidence of the effects of instruction on student learning. This course and successful completion of the EdTPA are required in order to receive a Preliminary California State Teaching Credential. ***It is your responsibility to pass the edTPA. Course and Fieldwork instructors will provide support but are bound by specific ethical guidelines outlined by SCALE and the CTC around Teaching Performance Assessments. Support provided by course and fieldwork instructors does not replace the need to read and review the official edTPA Handbook and other resources.***

### EDTPA FEE

As of Fall 2014, candidates in the Multiple Subjects and Single Subject credential programs have been required to pay a \$300 assessment fee to Pearson. The edTPA fee is nonrefundable and is paid directly to Pearson/edTPA. The fee paid by candidates for edTPA covers the administrative fees for candidate registration, portfolio submission, and scoring by a group of trained, calibrated scorers provided by Pearson/Evaluation Systems. *Note: University of California, Riverside does not profit from the edTPA assessment fee to Pearson/edTPA.* Candidates, who do not meet the edTPA passing score for the initial submission, will be required to pay a new fee when resubmitting the edTPA

([https://www.edtpa.com/PageView.aspx?f=GEN\\_RetakingEdTPA.html](https://www.edtpa.com/PageView.aspx?f=GEN_RetakingEdTPA.html))

## INDIVIDUAL DEVELOPMENT PLAN

CTC requires candidates to complete an Individual Development Plan (IDP) before exiting their credential program. Based on evidence gathered during your field placement, and in collaboration with your DCT and STE, you will identify areas of strength and areas for growth and professional development. The IDP is intended to serve as a resource as you continue your role as a professional educator and begin your induction program. The IDP is taken to the teacher induction program to inform the creation of your Individual Learning Plan (ILP) which, in turn, will guide your induction experience. The IDP will be completed and reviewed with the STE and DCT at end of Spring quarter.

## CANDIDATE RESPONSIBILITIES

Candidates enrolled in any of the TEP credential programs are unique in that they must meet the expectations and requirements of multiple institutional entities and their respective policies, regulations, and standards: UCR, GSOE, TEP, CTC, and the school district where the candidate is placed for fieldwork and student teaching. This unique configuration underscores the importance of the professional roles and responsibilities to which candidates aspire. The Candidate Waiver of Liability must be signed and on file in the TEP office prior to the student teaching placement.

Candidates are allowed to participate at school sites at will of the cooperating school and school district. **They must meet all expectations of the cooperating school and school district including, but not limited to, dress and grooming standards, professional conduct, use of appropriate language, and classroom performance. Candidates can be removed without cause from fieldwork and/or student teaching assignments by the cooperating school or school district.**

Candidates who engage in conduct that violates the UC “Policies Applying to Campus Activities, Organizations and Students, UCR Campus Implementation,” (available at <http://policy.ucop.edu/doc/2710517/PACAOS-10;>) may be subject to discipline as set forth in the referenced policies. Such misconduct also may cause the TEP faculty to withhold approval for [fieldwork](#)/student teaching placement and/or recommendation for a credential. Candidates must also meet all expectations of their instructors and STE including, but not limited to, dress and grooming standards, professional conduct, use of appropriate language<sup>1</sup>, and classroom performance. **Note that candidates who display unprofessional behavior or distribute inappropriate content via social media (such as Facebook, Instagram, Twitter, etc.) are also subject to disciplinary action, including possible dismissal from the Teacher Education Program.**

## IMPLICATIONS FOR FAILURE TO MEET ACADEMIC, PROFESSIONAL STANDARDS AND REQUIREMENTS

In accordance with California Commission on Teacher Credentialing, **should a candidate fail to meet CTC, UCR, or GSOE TEP academic and professional standards and requirements for**

satisfactory progress toward degree (including failing any of the candidate [fieldwork](#) courses), the candidate may be unable to continue in the program. Candidates should refer to Section I of this document, "[University of California, Riverside, Graduate School of Education, Teacher Education Program, and California Commission on Teacher Credentialing Requirements](#)," for additional details.

In addition, the candidate may be impacted in one or more of the following ways:

- The candidate's grade(s) may be negatively affected;
- The TEP faculty or staff may refuse to recommend the candidate for a credential;
- The candidate may be issued a notice of unsatisfactory progress by the GSOE or TEP; and
- The candidate may be recommended for academic disqualification.

If a candidate is identified by the district or TEP as having engaged in alleged misconduct, the TEP may initiate disciplinary proceedings following the procedures set forth in the UC "Policies Applying to Campus Activities, Organizations, and Students, UCR Campus Implementation."

#### PROCESS FOR RESOLUTION OF CANDIDATE QUESTIONS AND CONCERNS

If a candidate has a question or concern about individual courses or about other aspects of the program, he or she should follow the procedure and sequence of steps outlined below:

- **First**, speak with the faculty member who is directly responsible for the course; **faculty members include supervisors of teacher education.**
- **Second**, if the candidate does not feel the question has been answered or the concern resolved, he/she **makes an individual appointment with the Program Coordinator for the credential area** (e.g., Multiple Subject Program Coordinator, Single Subject Program Coordinator, or Education Specialist Program Coordinator)
- **Third**, if the candidate does not feel the question has been answered or the concern resolved, **he/she makes an individual appointment with the Director of Teacher Education.**
- **Fourth**, if the candidate does not feel that the question has been answered or the concern resolved, he/she **may make an individual appointment with the Dean of the Graduate School of Education.**
- **Fifth**, if the candidate does not feel that the question has been answered or the concern resolved, **he/she may make an individual appointment with the [University Office of the Ombudsman](#).**

Please note that candidates may, at any time, consult with the [University Office of the Ombudsman](#).



# CREDENTIALING PROCESS

## PRELIMINARY CREDENTIAL REQUIREMENTS

Requirements for credentials change frequently; please review your file with the Credential Analyst well in advance of your anticipated graduation date to ensure that you have met current CTC credential requirements. Upon successful completion (passing all courses with at least the minimum allowable grade) of all your credential-specific requirements and the CTC general requirements, you will be eligible to be recommended for a California [preliminary teaching credential](#). The CTC general requirements include, but are not limited to, the following:

- Health Education
- Infant, Child, Adult CPR
- Technology
- US Constitution
- RICA Exam (Multiple Subjects and Education Specialist credentials only)
- Teacher Performance Assessment. All UC campuses have selected edTPA as their teacher performance assessment. (At this time, TPA is only completed by Multiple Subject and Single Subject candidates.)

Your preliminary credential is only valid for five years and cannot be renewed.

## EL AUTHORIZATION

The UCR preliminary credential program includes content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction **within the subject area and grade level authorization of the credential**.

## CLEAR CREDENTIAL REQUIREMENTS

To earn your clear credential in the State of California, you will participate in a state-approved Teacher Induction Program (see <https://www.ctc.ca.gov/educator-prep/ca-teacher-induction>) for the first two years of your teaching career.

School districts will either offer or recommend an induction program for the new teachers they employ. For new teachers who do not have access to induction programs, the CTC may offer alternatives to clear their credentials.

Upon successful completion of your induction program, you will be eligible to be recommended for a clear credential by your employing district or induction program. If you do not complete all appropriate credential requirements by the designated date, you will also be responsible for reapplying to the program and possibly paying an M.Ed. filing fee to re-initiate your status.

Your clear teaching credential will require renewal every five years through the CTC for the duration of your teaching career.

## BILINGUAL AUTHORIZATION REQUIREMENTS

Bilingual Authorization (BILA) allows teachers to provide instruction to students whose primary language is not English. BILA authorizes the following types of instruction:

- Instruction for English Language Development (ELD)
- Instruction for Primary English Development
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction delivered in the Primary Language

In addition to TEP coursework, BILA fieldwork, and credential requirements, teacher candidates must complete the following:

- Passing CSET World Language: Spanish Subtests III, IV, and V. Subtest III must be passed by the start of Fall quarter.

## K-12 CREDENTIAL & ADDING A TEACHING OR CONTENT AREA TO A MULTIPLE OR SINGLE SUBJECT CREDENTIAL

Teacher candidates wishing to add a teaching or content area to the preliminary credential should first speak with their advisor as requirements may change. Additional requirements may include:

- Content-area or elementary subject matter competence (passing score on subject matter examination(s))
- Three semester or four quarter unit methodology course
- Passage of RICA exam (if adding a multiple subject credential)
- Additional fieldwork hours

## TRANSITIONAL KINDERGARTEN REQUIREMENTS

SB 876 added additional requirements for Transitional Kindergarten (TK) teachers. In addition to your multiple subject teaching credential, you will need a minimum of 24 units in early childhood education to teach TK in public education settings.

## CALIFORNIA COMMISSION ON TEACHER CREDENTIALING COURSE CREDIT POLICY

In accordance with this established policy, the TEP will accept completed coursework in consideration of an application for admission per the following guidelines. All coursework must be verified by receipt of an official transcript from the institution where the coursework was completed for unit credit.

1. Undergraduate degree conferred – new, resubmitted application, or previously admitted Intern:
2. Undergraduate degree in progress – new, resubmitted application, or courses considered for transfer of credit/articulation
3. Approved subject matter preparation programs:

Exceptions: For items 1, 2 and 3 above, applicants may request to take the final examination in courses, which have been completed. This option is available only with the consent of the current course instructor. The final examination grade is definitive as assigned by the course instructor and is not subject to appeal.

Please note that the TEP is fully accredited by the CTC and course content is closely monitored for compliance with all state standards. All decisions of the TEP are final and are not subject to appeal.

## COPYING STUDENTS RECORDS POLICY

The TEP staff collects many official documents from each candidate for admission and academic purposes throughout the program. Once submitted, these documents become the property of UCR and will be used as required to meet credential requirements and [program standards](#) and to monitor candidate progress.

**It is extremely important that you make a photocopy of all applications, exam scores, and other important documents for your own records prior to submitting these official documents to the TEP staff.** There may be times during fieldwork or job searches that you will need copies of these documents.

When ordering transcripts from colleges and universities, you are encouraged to **order several extra copies for your future needs.** Official transcripts will come sealed in an envelope and usually signed across the back by the university registrar. It is essential that candidates do not open these transcripts. They **must reach the TEP office intact in order for them to be considered official.** Candidates should file their copies, unopened, in a safe place, for future use.

Occasionally you may discover that you need a copy of a document they submitted to TEP and are unable to locate your own copy. In such cases, it is possible to order a photocopy of the necessary document. The order will take 3 working days to process. Copy services will be provided for the following documents (NOTE: copies of these documents will only be provided once):

- Official CBEST Pass Card
- Official CSET Score Report
- Official RICA Score Report

## CAREER SUPPORT

***“People would say, “Who is the leader? A leader is a person that does the work. It’s very simple. It’s a personal choice for people who choose to put in their time and their commitment to do the work. It’s a personal choice.” Dolores Huerta, Activist***

The Teacher Education Program (TEP) is dedicated to helping teacher candidates find positions prior to and upon completion of their credential programs; it is a priority of the TEP. We take great lengths to organize and plan with the UCR Career Center to thoughtfully create a series of events that will support you in obtaining a job. You too will be an active leader in making the time and doing the work required in each of these events.

In Winter quarter you will be offered resume writing workshops, resume feedback workshops, interview preparation workshops, LinkedIn workshops, deciphering teacher job contract workshops, etc. After you weeks of preparation we will invite local school district representatives to our UCR TEP Mock Interview Panel event in Winter Quarter, to allow you to practice your interview skills with real district administrators. You will receive feedback on your interviews from them. Then, the UCR Career Center will host a Teacher Job Fair for you, to interview for local teaching positions available. At these Teacher Job Fairs you will bring your resume, LinkedIn, and newly honed interview skills to these onsite teaching position interviews. These are unique opportunities, seize them.

We encourage you to join LinkedIn ([www.linkedin.com](http://www.linkedin.com)). LinkedIn is an important networking resource and may help make you aware of job opportunities.

### RESOURCES AFTER GRADUATION

Continuing education classes are available through UC Extension for graduates of the UCR Teacher Education Program.

### MOVING OUT OF STATE

Individuals who have completed a California teacher preparation program may be able to apply for teacher certification in another state through reciprocity agreements. The exact process for certification depends on the state’s certification requirements, professional experiences and the type of certification. Please check with the state’s education certification department for information on the out of state application process.

# TEP Support and Evaluation System

*“...Change takes place in living systems, not from above but from within, from many local actions occurring simultaneously.” Grace Lee Boggs, Activist*

To ensure teacher candidate success, the TEP developed a Support and Evaluation System that provides timely, comprehensive, and systematic feedback from multiple perspectives. The system also meets accreditation requirements specified by the [California Commission on Teacher Credentialing \(CTC\)](#). Data resulting from the system is used in the ongoing program improvement process required by the CTC and to produce reports that are required to maintain full accreditation status.

Teacher Candidate Professional Dispositions are regularly reviewed and evaluated by STEs, DCTs, UCR Faculty and Staff. Candidates who not making progress or have difficulty consistently meeting the standards set by the TEP will receive assistance and guidance using the following Support and Evaluation System.

There are four levels of the support system:

Level 1: Acceptable Dispositions

- Teacher candidates have acceptable dispositions on all indicators as reported by all TEP faculty, staff, DCTs and STEs

Level 2: Dispositions Alert

- One or more TEP faculty, staff, DCT or STE has reported an alert for one or more of the indicators

Level 3: Dispositions Concerns

- Multiple faculty, staff, DCT and STE have reported multiple alerts for indicators
- The Level II conference was incomplete or unsatisfactory

Level 4: Unacceptable Dispositions

- Multiple reports with ratings of “alert” have accumulated over the past quarters
- The Level III probationary status conference was incomplete or unsatisfactory
- Inadequate progress was made during the probationary period

## LEVEL I: CANDIDATE WEEKLY, BIWEEKLY, AND QUARTERLY SUPPORT AND EVALUATION

Components of the system include course grades, informal and formal observations by DCTs and UCR Supervisors (STEs), quarterly evaluations by the same, and completion of the [teaching performance assessment \(edTPA\)](#). All evaluations and edTPA are based on the TPEs, criteria that are used by the CTC to measure preparation to teach. A candidate must pass the edTPA for a candidate to be awarded a preliminary credential by the CTC.

**All candidates meeting expectations in their course work, student teaching placement, and fieldwork are at a Level 1 on the Tier Support and Evaluation System.**

## LEVEL II: CANDIDATE CONFERENCES

If a teacher candidate is not performing as expected based on the TPEs either in course work, class participation, fieldwork (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional conduct, then the Supervisor (STE) should hold a conference with the candidate to highlight the candidate's strengths and to address the areas that need improvement (Level II Initial Conference Record), and then a follow-up conference to review the candidate's progress (Level II Follow Up Conference Record).

## LEVEL III: CANDIDATE PROBATION

### Academic Probation

- A candidate is placed on academic probation when (1) his/her cumulative grade point average falls below a 3.0, (2) the student is in danger of failing to pass satisfactorily a credential seminar course. The supervisor and candidate will be notified by the Director of Teacher Education should a candidate fail to pass any of the courses named above with a grade of C- or better or should the candidate's overall GPA fall below a 3.0.
- The candidate will meet with his/her supervisor and the director to plan the steps, which are outlined on the *Performance Evaluation-Probationary Status* form, that the candidate will need to move off of academic probationary status. Both the candidate and supervisor must sign and date the plan; the plan is placed in a probation folder in the Teacher Education Services Office, [Sproul 1124](#).
- A candidate may be dismissed from the credential program for failure to meet the stipulations in the probation plan within the time frame determined by the supervisor and candidate in "A2" above.

### Teaching Probation

- A candidate is placed on teaching probation by a supervisor or Program Coordinator when the candidate fails to demonstrate minimal teaching as evaluated by the supervisor and/or the DCT, or when the candidate engages in unprofessional conduct as defined in the Student Responsibilities document and the Candidate Handbook. A candidate is judged to be below minimum standards when observations, conferences, and the quarterly evaluation report indicates poor teaching performance or lack of progress from one quarter to the next.
- The candidate will be notified in writing by his/her supervisor that he/she is on probationary status and a written plan will be developed by the supervisor and candidate clearly stating the steps necessary for the candidate to move from probationary to non- probationary status. Both the candidate and supervisor must sign and date the plan; the plan is placed in a probation folder in the Teacher Education Services Office. Candidates on teaching probation shall be granted a specific period as indicated in the plan to fulfill the mandates of the probation plan. Evidence of improved

teaching shall be provided by quarterly evaluations from the DCT and supervisor and satisfactory lesson observation reports.

- When improvement is shown and the UCR supervisor, in consultation with the district supervisor and the candidate, judges that the criteria for moving from probationary status are met, the candidate is removed from probationary status effective at the end of the determined period. The candidate and Director of Teacher Education are notified in writing by the supervisor that he/she is no longer on probation.

#### LEVEL IV: CANDIDATE DISMISSAL

If, during probation, inadequate improvement is shown, the supervisor and/or director may recommend the candidate's dismissal from the credential program to the Director of Teacher Education. The Director will meet with the candidate to discuss the determination of the candidate's status.

##### A. Appeal Process

1. The candidate may appeal dismissal in writing to the Director of Teacher Education. The director may (1) dismiss the candidate or (2) may grant a return to probationary status. The candidate is notified in writing of the decision.
2. The candidate may appeal the Director of Teacher Education's decision to the Teacher Education Committee, and then to the Executive Committee and finally to the Dean of the Graduate School of Education.
3. The candidate may also seek advice and intervention from the UCR Ombudsman.

##### B. General Notes on Continuing in the Program

1. A candidate may not continue in the program with an unsatisfactory or incomplete in any of the 200 or 300 numbered courses that are required for a credential.
2. **The Director of Teacher Education may dismiss a candidate from the program at any time for any serious breach in ethics or professional behavior that is harmful to the student, K- 12 pupils, or others.**
3. The candidate may appeal his/her dismissal to the Teacher Education Committee, Executive Committee, and then the Dean of the GSOE.

**Support and Evaluation System: Level II Initial Conference Record**

Credential Candidate \_\_\_\_\_ UCR Quarter \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_ UCR Supervisor \_\_\_\_\_

TPE 1: Engaging and Supporting All Students in Learning	TPE 2: Creating & Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------	-------------------------------------------------

**ACADEMIC PERFORMANCE:**

**Strengths:**

**Areas of Concern:**

**FIELDWORK / STUDENT TEACHING:**

**Strengths** (linked to TPEs):

**Areas of Concern** (Statement of the problem, Links to TPEs, Description of improvement[s] needed):

**IMPROVEMENT PLAN AND BENCHMARKS**

- Describe the plan
- Indicate what will be done by whom and by what date
- State how criteria for success

Level II Follow-Up Conference set for (date): \_\_\_\_\_ at (time) \_\_\_\_\_ in (location) \_\_\_\_\_

**Candidate's Comments:**

Date of Conference: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Candidate: \_\_\_\_\_

Advisor: \_\_\_\_\_ Other (Name and Title) \_\_\_\_\_

If improvement is not made as outlined in the Improvement Plan by the date of the Follow-Up Conference, then the candidate will be put on probation. A copy of this *Level II Initial Conference Record* must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file.



**Support and Evaluation System: Level II Follow-Up Conference Record**

Credential Candidate \_\_\_\_\_ UCR Quarter \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_ UCR Supervisor \_\_\_\_\_

TPE 1: Engaging and Supporting All Students in Learning	TPE 2: Creating & Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------	-------------------------------------------------

**Performance Concerns From Initial Meeting:**

**Improvement Plan Criteria Met:**

**Improvement Plan Criteria Unmet (link to TPEs):**

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**Findings**

\_\_\_\_ Candidate **has** made sufficient progress towards the goals and benchmarks of the Improvement Plan in the Level II Initial Conference. *No further action is needed.*

\_\_\_\_ Candidate **has** made progress towards the goals and benchmarks of the Improvement Plan in the Level II Initial Conference, but additional progress is needed. *The Improvement Plan is updated and revised as follows:*

\_\_\_\_ Candidate **has not** made sufficient progress towards the goals and benchmarks of the Improvement Plan in the Level II Initial Conference. *Initial probation form is completed.*

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**Candidate's Comments:**

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Probation Follow-Up Conference set for (date): \_\_\_\_\_ at (time) \_\_\_\_\_ in (location) \_\_\_\_\_

**Support and Evaluation System:  
Probationary Status Conference Record**

Credential Candidate \_\_\_\_\_ UCR Quarter \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_ UCR Supervisor \_\_\_\_\_

TPE 1: Engaging and Supporting All Students in Learning	TPE 2: Creating & Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------	-------------------------------------------------

**ACADEMIC PERFORMANCE REVIEW:**

**Issues:**

**Performance Plan Results:**

**Areas of Continuing Concern:**

**FIELDWORK / STUDENT TEACHING REVIEW:**

**Issues:**

**Performance Plan Results:**

**Areas of Continuing Concern:**

**Probationary Status Determination**

**Candidate is placed on probationary status: ( ) YES ( ) NO**

*If yes, statement of what the candidate must do to exit probation (state criteria/ benchmarks needed):*

**Candidate's Comments:**

Date of Conference: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Candidate \_\_\_\_\_

Advisor: \_\_\_\_\_ Other (Title & Signature) \_\_\_\_\_

Title and Signature : \_\_\_\_\_

A copy of this *Level III Conference Record* must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file.

**Support and Evaluation System:  
Level III Probationary Status Follow-Up**

Credential Candidate \_\_\_\_\_ UCR Quarter \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_ UCR Supervisor \_\_\_\_\_

TPE 1: Engaging and Supporting All Students in Learning	TPE 2: Creating & Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------	-------------------------------------------------

**ACADEMIC PERFORMANCE:**

Statement of what was needed to exit probation:

Performance Update:

**FIELDWORK / STUDENT TEACHING:**

Statement of what was needed to exit probation:

Performance Update:

**STATUS DETERMINATION**

- \_\_\_ Student has met the performance criteria and is no longer on probation
- \_\_\_ Student has not met the performance criteria. A Level IV Dismissal Conference is to be convened.
- \_\_\_ Student has partially met the performance criteria and remains on probation. The revised criteria to exit probation are:

**Candidate's Comments:**

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name/Title & Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name/Title & Signature: \_\_\_\_\_ Date: \_\_\_\_\_

A copy of this Level III Conference Record must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file.

**Support and Evaluation System:  
Level IV Dismissal Conference Record**

Credential Candidate \_\_\_\_\_

UCR Quarter \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_

UCR Supervisor \_\_\_\_\_

TPE 1: Engaging and Supporting All Students in Learning	TPE 2: Creating & Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------	-------------------------------------------------

**Reason for Dismissal:**

\_\_\_\_\_ **Failure to meet the conditions of academic probation**, as specified in Level III Probationary Status conference record, dated \_\_\_/\_\_\_/\_\_\_\_. (Include supporting evidence)

\_\_\_\_\_ **Failure to meet the conditions of teaching probation**, as specified in Level III Probationary Status conference record, dated \_\_\_/\_\_\_/\_\_\_\_. (Include supporting evidence)

\_\_\_\_\_ **Serious breach in ethics or professional conduct** (Describe the breach in detail; attach supporting evidence)

**Director of Teacher Education comments:**

Candidate's Comments (optional)

Director of Teacher Education Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Candidate signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name/Title & Signature: \_\_\_\_\_

Date: \_\_\_\_\_

A copy of this Level IV Dismissal Conference Record must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file.

# PROGRAM POLICIES AND PROCEDURES

## ATTENDANCE POLICY

Attendance at all program-related courses, seminars, orientations, and events is required. This includes professional development workshops sponsored by the TEP. Methods courses and fieldwork courses have been planned to provide opportunities for integration of theory and methodology across the curriculum and to “provide multiple and systematic opportunities for candidates to learn and practice Teaching Performance Expectations (TPE’s) throughout the program.” Our faculty plan activities within courses and experiences in fieldwork that will require active participation to assure your optimal learning and the development of knowledge and skills necessary for success in the program and in teaching. UCR supervisors, faculty, and school district administrators expect that you will be punctual at all meetings, course sessions, and for your assignment at your school site.

## SUBSTITUTE TEACHING DURING THE CREDENTIAL PROGRAM

You are encouraged to obtain a substitute permit for the school district in which you are placed by your UCR supervisor. You may substitute for your DCT **as long as the date of the substitute assignment does not conflict with your fieldwork hours, [UCR Courses or workshops, or meetings sponsored by the TEP](#)**. You cannot substitute for a DCT other than your own on your assigned fieldwork day (**you must consult first with your supervisor before agreeing to substitute for your DCT on your assigned fieldwork day**). You must be in good standing and have approval from your Supervisor of Teacher Education.

In the case of a dire emergency, you may be asked to “cover” another teacher’s class until a substitute can be found. However, you may not substitute for another teacher’s class if it conflicts with your assigned fieldwork, Student Teaching schedule, your [UCR Courses or workshops, or meetings sponsored by the TEP](#). Providing teacher coverage in this type of circumstance is permissible only as a last resort. **Always notify your UCR Supervisor when this occurs!** It is essential that you spend as much time as possible in your DCT’s classroom.

**At the discretion of your UCR Supervisor**, you may be instructed to refrain from working as substitute teacher for any district if substituting is interfering with your teaching responsibilities in the credential program and/or your progress/success in your TEP course work.

## ACADEMIC MISCONDUCT

The Academic Senate Bylaws Appendix outlines Academic Integrity for Students at the University of California, Riverside. The student body of the Graduate School of Education’s Teacher Education Program is composed of candidates pursuing Teacher Credentials Only (TCO) and candidates pursuing Teacher Credentials and a M.Ed. in General Education or M.Ed. in Special Education. For TCO candidates, the policies related to academic integrity will be consistent with the policies for Graduate Students (For Appendix, Section 6), see [http://senate.ucr.edu/bylaws/?action=read\\_bylaws&code=app&section=06](http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app&section=06).

**The exception to the policy is that TCO candidates will consult with the following individuals in the order described: first, the Interim Director of Teacher Education, and thereafter, the Associate Dean of the Graduate School of Education. TCO candidates do not consult with the Associate Dean for Graduate Student Affairs.**

## Additional UCR Resources

### STUDENTS WITH DISABILITIES

If a candidate has a disability or believes they may have a disability, they can arrange for accommodations by contacting Student Disability Resource Center at 951-827-3861 (voice) or [sdrc@ucr.edu](mailto:sdrc@ucr.edu) (email). Candidates needing academic accommodations are required to register with SDRC and provide required disability-related documentation. If they have approved accommodation(s), they are advised to notify their instructors privately. Please visit SDRC at <https://sdrc.ucr.edu/students-disabilities> for further information.

### STUDENTS IN DISTRESS

[UCR Counseling and Psychological Services \(CAPS\)](#) offers free professional and confidential mental health services. In person and virtual appointments are available by calling 951-827-5531 weekdays 9:00 am - 4:30 pm. Crisis consultation is available 24/7 including weekends and holidays by calling 951-UCR-TALK (951-827-8255), option 1.

Resources for support, specialty care, self help and making connections are available through the counseling center. In addition, mental health trainings, student well being and basic needs services are all offered through CAPS. Please go to the [CAPS website](#) for more information.

# ACADEMIC MISCONDUCT

The Academic Senate Bylaws Appendix outlines Academic Integrity for Students at the University of California, Riverside. The student body of the Graduate School of Education's Teacher Education Program is composed of candidates pursuing Teacher Credentials Only (TCO) and candidates pursuing Teacher Credentials and a M.Ed. in General Education or M.Ed. in Special Education. For TCO candidates, the policies related to academic integrity will be consistent with the policies for Graduate Students (For Appendix, Section 6), see [http://senate.ucr.edu/bylaws/?action=read\\_bylaws&code=app&section=06](http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app&section=06).

**The exception to the policy is that TCO candidates will consult with the following individuals in the order described: first, the Interim Director of Teacher Education, and thereafter, the Associate Dean of the Graduate School of Education. TCO candidates do not consult with the Associate Dean for Graduate Student Affairs.**

ACADEMIC INTEGRITY FOR STUDENTS AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE (APPROVED BY EDUCATIONAL POLICY ON APRIL 2, 2012 AFTER CONSULTATION WITH THE GRADUATE COUNCIL) (EN NOV 04) (AM 29 MAY 12)

## 6.1 POLICY

University Of California Policies Applying to Campus Activities, Organizations, and Students, section 100.00 Policy on Student Conduct and Discipline states that "Chancellors may impose discipline for the commission or attempted commission (including aiding or abetting in the commission or attempted commission) of the following types of violations by students...:

- 1.1 All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.
- 1.2 Other forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the University."

## PRINCIPLES OF ACADEMIC INTEGRITY

At the University of California, Riverside (UCR) honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The culture of academia requires that each student take responsibility for learning and for products that reflect their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge their use of others' words, research results, and ideas, using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Anything less than total commitment to honesty circumvents the contract for intellectual enrichment that students have with the University to become and educated person, undermines the efforts of the entire academic community, and diminishes



the value of an education for everyone, especially for the person who cheat. Both students and faculty are responsible for ensuring the academic integrity of the University.

These guidelines establish definitions for academic misconduct and procedures for the adjudication of academic integrity cases by the Office of Student Conduct and Academic Integrity Programs (SCAIP) for undergraduate students and Graduate Division for graduate student cases.

Misunderstanding of appropriate academic conduct will not be accepted as an excuse for academic misconduct. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct. (Am 29 May 12)

#### TYPES OF ACADEMIC MISCONDUCT

The following provides definitions of academic misconduct to assist students in developing an understanding of the University's expectations, recognizing that no set of written guidelines can anticipate all types and degrees of violations of academic integrity. To the extent that these definitions are not exhaustive, duly appointed representatives of the University will judge each case according to its merits.

Academic misconduct is any act that does or could improperly distort student grades or other student academic records.

**Cheating.** Fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

**Fabrication.** Making up data or results and recording or reporting them, including laboratory or field research results. In the context of student academic integrity, this also includes falsifying academic or university documents and providing false information or testimony in connection with any investigation or hearing under this policy.

**Plagiarism.** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. This includes the copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one's own efforts. Plagiarism means using another's work without giving credit.

**Facilitating academic dishonesty.** Assisting another in violating the policy of Academic Integrity, such as taking an exam for another student or providing coursework for another student to turn in as his or her own effort.

**Unauthorized collaboration.** Working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This applies to in-class or take-

home tests, papers, labs, or homework assignments. Students may not collaborate without faculty authorization.

Interference or sabotage. Damaging, removing, or otherwise harming another student's work or University materials and systems to affect the academic performance of others.

Failure to comply with research regulations such as those applying to human subjects, laboratory animals, and standards of safety.

Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

### *Requirements and Expectations in Courses*

Instructional personnel responsible for courses (herein referred to as Faculty) are encouraged to include statements addressing academic integrity as part of the syllabus for every course and to educate students about expectations and standards of the course in order that students may not, through ignorance, subject themselves to the charge of academic misconduct. Faculty are further encouraged to inform students of campus resources available for dealing with academic difficulty.

### *Allegations of Misconduct in Courses*

#### *Initiation of Cases*

If a Faculty member suspects that an act of academic misconduct has occurred in a course, he or she must promptly communicate with the student regarding the alleged misconduct and the information upon which the allegation is based; the notification process must occur within 30 calendar days from the discovery of the alleged act. The Faculty member may make a request for an extension of time through the Associate Dean for Graduate Academic Affairs. If the discovery is made by a student, teaching assistant, reader, grader or tutor he or she should immediately communicate to the Faculty member in charge of the course, so that the Faculty member in charge can proceed with the investigation.

Whenever possible, communication with the student should take place through an in-person consultation and should be conducted in a manner that respects the student's privacy and maintains an environment that supports teaching and learning. When multiple students are involved, Faculty are encouraged to communicate with each student separately. The Faculty member or the student may request the presence at the consultation meeting of the Ombudsperson.

When an in-person meeting is not possible, the Faculty member may communicate with the student in writing. Written communication should be sent to the student's University e-mail address.

The student must be given the opportunity to respond to the allegation of misconduct. When communication is made in writing, students will be given 10 calendar days to respond.

After conferring with the student and/or considering the student's written response, the Faculty member may determine that there has been no misconduct, in which case the Faculty member may dismiss the allegation and take no further action.

If the Faculty member determines that it is more likely than not that the student committed an act of academic misconduct, regardless of the student's intent to engage in misconduct, the case moves to Stage 1 in the review process.

Faculty members who will not be available to participate fully in resolving allegations (e.g., Individuals holding part-time or temporary appointments, those on sabbatical or other leave, or those leaving University employment) must provide a copy of all documentation to the immediate supervising administrator: department chair, program director, center director, or dean of school, who will serve as a proxy for the Faculty member to conclude the case.

If grades are awarded while the case is in progress, the Faculty member should assign a temporary grade placeholder of Grade Delay "GD" pending the outcome of the review process.

#### *Student Admits Responsibility*

If the student admits responsibility for the alleged misconduct, the Faculty member may immediately impose an appropriate academic sanction. The faculty member must document the case and the sanction on the Graduate Academic Misconduct Referral form and send the form to the Associate Dean for Graduate Academic Affairs. Faculty members are advised to consult with the Graduate Advisor for the student's program and with the Associate Dean for Graduate Academic Affairs prior to imposing the academic sanction.

#### *Student Does Not Admit Responsibility*

If the student does not admit responsibility but the Faculty member makes a determination of misconduct, the Faculty member will refer the case to the Associate Dean for Graduate Academic Affairs using the Graduate Academic Misconduct Referral Form. The referral form must include the student's name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken, all original documentation supporting the charge (including a copy of the course syllabus and other written communication that addresses academic integrity standards and expectations for the course) and the academic actions and disciplinary sanctions recommended by the Faculty member. Faculty members are advised to consult with the Graduate Advisor for the student's program and with the Associate Dean for Graduate Academic Affairs prior to recommending sanctions.

The Faculty member also will evaluate the disputed assignment or examination on its merits and note the grade to be assigned in the event that the student is not found responsible for

violation of the University of California Policy on Student Conduct and Discipline or where insufficient evidence exists to hold the student responsible.

Upon receipt of the Academic Misconduct Referral Form, the Associate Dean for Graduate Academic Affairs will notify the student of the University of California Policy on Student Conduct and Discipline that was allegedly violated, the factual basis for the charges, and the plan to conduct an Initial [Administrative] Review of the case. The student will be advised that the Initial [Administrative] Review is intended as a thorough exposition of all related facts and written materials associated with the alleged misconduct, and that it is not intended as an adversarial criminal or civil legal proceeding. The student will also be informed of his or her right to be assisted by an advisor of his or her choice. Such written notification will occur within 20 calendar days of the receipt of the referral by the Associate Dean and will be sent to the student's University e-mail address.

A student may not avoid the imposition of a sanction by withdrawing from a course. A student officially notified of alleged academic misconduct may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. If the student is found not responsible for academic misconduct, the student will be permitted to withdraw from the course in accordance with campus regulations.

#### *Review Stage 1: Initial [Administrative] Review*

The Initial [Administrative] Review, conducted by the Associate Dean for Graduate Academic Affairs, involves meetings with the student, the Faculty member, and others who may have relevant information. The student will have the opportunity to discuss any extenuating circumstances, causes, and motivations that may have contributed to the alleged misconduct. If the Associate Dean deems it necessary, a joint meeting will be scheduled at a time when both the Faculty member and the student can attend. If the Faculty member is unavailable for a timely Initial [Administrative] Review, the immediate supervising administrator will be asked to serve in place of the Faculty member.

#### *Outcome of the Initial [Administrative] Review*

If the Associate Dean for Graduate Academic Affairs determines that it is more likely than not that the student is responsible for academic misconduct, the academic actions recommended by the Faculty member, as well as any disciplinary sanctions imposed by the University, will be assigned.

The determination shall be forwarded by the Associate Dean for Graduate Academic Affairs in writing to the student within 20 calendar days of the Initial [Administrative] Review; notice will be sent to the student's University e-mail address and communicated to the Faculty member and to the dean of the college/school in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act. In cases where the Faculty member has held a grade in abeyance pending the outcome of an Initial [Administrative]

Review, he or she shall submit a final grade to the Registrar that is consistent with the determination by the Associate Dean for Graduate Academic Affairs as to the question of misconduct.

Either the student or faculty member can appeal the decision of the Associate Dean for Graduate Academic Affairs.

Cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex to require additional consultation shall be referred directly by the Associate Dean for Graduate Academic Affairs for a Stage 2 review by the Graduate Academic Integrity Committee for a formal hearing.

#### *Review Stage 2: Complex Cases and Appeals from Stage 1*

Review Stage 2 is reserved for cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex or egregious to require additional consultation by the Graduate Academic Integrity Committee [GAIC] for a formal hearing. Review Stage 2 also serves as the stage for appeals of decisions made at Review Stage 1. Appellate decisions at Review Stage 2 are final.

The Academic Senate's Committee on Committees will appoint faculty to the Graduate Academic Integrity Committee to serve one-year terms, effective September 1-August 31, and will appoint one faculty member from the GAIC to serve as chair. The GAIC will consist of at least one member from each school and at least two members from each college and should include faculty who are available to participate in hearing during the summer months.

In addition, the Graduate Division will solicit and review applications from interested graduate students and make recommendations to the Graduate Student Association of UCR regarding students to be appointed to serve on the GAIC for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before the Graduate Division, GAIC, or Graduate Council.

Faculty and student members should represent the disciplinary diversity within each college/school, whenever possible. Staff support to the committee will be provided by the Graduate Division.

### *Hearing Panels*

For each Stage 2 case, the chair of the GAIC will schedule a hearing panel of three to five GAIC members. A quorum is required for a hearing to proceed and consists of three persons, including at least one faculty member and one student.

The Associate Dean for Graduate Academic Affairs or designee will serve as a non-voting member of the hearing panel. The chair of the hearing panel shall rule on all questions of procedure and evidence, including but not limited to: the order of presentation of evidence, admissibility of evidence, applicability of regulations to a particular case, and relevance of testimony.

### *Hearing Procedures*

1. Preparation: Prior to the hearing, panel members will receive and review a copy of the notification of charges and documentary evidence provided by the Faculty member, the University, and the student.
2. Introductory comments: At the beginning of the hearing, the chair will ask any panel members to disqualify themselves from participation if they believe that they cannot render a just and fair decision, and will permit the student to request that a member be disqualified if the student believes for an appropriate reason that a panel member cannot render a just and fair decision. If a student or Faculty member of the hearing panel is disqualified, another member will be appointed to fill the same role, if needed for a quorum. The chair will read aloud the charges of academic misconduct, and the student will be asked to respond to the charges by (a) accepting responsibility, (b) accepting responsibility and noting that there are mitigating circumstances, or (c) denying responsibility for the alleged violation of the University of California Policy on Student Conduct and Discipline.
3. Presentation of accounts: The Faculty member and the student will be given the opportunity to present their accounts of the incident and to present any witnesses or other individuals who may have relevant information about the alleged academic misconduct. Hearing panel members will be given an opportunity to ask questions of the Faculty member, the student, and witnesses. Each party will then be asked if there is additional information needed, or if any discrepancies or questions need to be presented or addressed.
4. Deliberation: The hearing panel will deliberate in private to decide, by a majority vote, if a preponderance of the evidence indicates that the student is responsible or not responsible for alleged violation of University of California Policy on Student Conduct and Discipline.

5. Determination of sanctions: If the student is found to be responsible for violations of policies, the hearing panel shall be informed of the student's prior record of academic misconduct. Based on this information and the recommendation of the faculty member, the committee will determine the disciplinary sanctions to be assigned, how and for how long the record of the sanctions will be maintained on the student's permanent record, and the conditions that must be met for the record to be removed, if any.
6. Notification of decision: Once the hearing panel has reached a decision, the parties will reassemble, and the results of the deliberation will be presented. Within 20 calendar days, the Associate Dean for Graduate Academic Affairs will send written notification to the student, the Faculty member, and the dean or his/her designated associate dean for student academic affairs of the college/school detailing the decision and the sanctions imposed by the hearing panel. The notification will also outline the appeal process.
7. Records: An audio recording of the hearing, but not the deliberations of the hearing panel, shall be made and retained by the Graduate Division as part of the record for as long as the disciplinary record is retained, or for seven years from the date of decision, whichever is shorter (see Section 6 below). The student may obtain a copy of the recording upon paying the expense of making such copy. Either party may arrange for a stenographer to make a full transcript of the proceedings at his/her own expense. If one party has the proceedings transcribed, arrangements shall be made before the hearing as to how to apportion the cost if both parties want copies. Other than for the purpose of the official record as provided above, mechanical or electronic devices for recording or broadcasting shall be excluded from the hearing.

### *Review Stage 3: Appeals from Stage 2 and Annual Assessment of Cases*

Review Stage 3 is reserved for appeals of primary decisions made at Review Stage 2, and for annual assessment of cases adjudicated at Review Stages 1 and 2. For each Stage 3 case, the Chair of the Graduate Council or designee shall select a 3-5 member subcommittee of the Graduate Council to serve as an appeal panel. Each Stage 3 hearing will be conducted according to the Hearing Procedures described above in Section 4.3.2.

The Graduate Council additionally conducts annual assessments of cases adjudicated at Review Stages 1 and 2 for the purpose of providing oversight and ensuring that policies and procedures are appropriately and consistently applied.

### *Appeals*

Decisions of the Associate Dean for Graduate Academic Affairs may be appealed to the GAIC. Appellate decisions by the GAIC are final. Primary decisions of the GAIC may be appealed to the Graduate Council. Appellate decisions by the Graduate Council are final. In any decision that includes a sanction of dismissal of a graduate student, the Dean of the Graduate Division will be the final arbiter.





### *Criteria for Appeals*

Appeals must be based on one or more of the following:

- New evidence not reasonably available at the time of the original hearing, the absence of which can be shown to have had a detrimental impact on the outcome of the hearing
- Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing
- Errors in the interpretation of University policy so substantial as to deny one of the parties a fair hearing
- Grossly inappropriate sanction having no reasonable relationship to the charges

### *Appeal Procedures*

1. The Faculty member or the student may appeal a decision in writing to the appropriate body for appeal, as described above. The appeal must be made within 10 calendar days after the written decision is made available.
2. Appeals must be authored and signed by the submitting party. Appeals produced by advisors or other non- parties will not be considered.
3. The filing of a timely appeal suspends the imposition of sanctions until the appeal is decided. Grades or degrees will be withheld pending conclusion of the appeal.
4. When an appeal has been filed, the relevant parties may be requested to respond in writing to the matters in question before a decision about the appeal is made. The non-appealing party, whether student or Faculty member, will be notified of the appeal within 10 calendar days and will be given an opportunity to submit a written statement for consideration within 20 calendar days.
5. The appellate body will determine whether the grounds for appeal have been satisfied and whether further process is necessary to resolve the appeal. Findings of fact will be accepted as determined by the original adjudicating body, unless the appellate body determines that the original adjudicating body acted in an arbitrary, capricious, or unfair manner.
6. The appellate body will make a decision based on the written submissions within 20 calendar days, or indicate in writing what further process is necessary for final resolution.
7. The appellate body may approve, reject, or modify the decision and sanction in question. The action taken shall be communicated in writing to the student, the Faculty member, and the original adjudicating body within 20 calendar days after receipt of the appeal and related documents. The decision of the appellate body is final.

### *Maintenance of Records*

Graduate Division shall serve as the central location where all written, audio, and electronic records of incidents of academic misconduct are kept on file. The records will be readily available for review by the Deans and Associate Deans of each College or School, the Dean of the Graduate Division, the Executive Vice Chancellor and Provost, and the Vice Provost for Conflict Resolution, in accordance with legitimate educational interest criteria as articulated by the Family Educational Rights and Privacy Act.

The file of a student found in violation of campus regulations (including the transcripts or recordings of the hearing) will be maintained for a period of at least seven years from the date of the letter providing notice of final disciplinary action, unless otherwise determined by the Associate Dean for Graduate Academic Affairs. When a student is suspended as a result of a violation of the University of California Policy on Student Conduct and Discipline, the fact that suspension was imposed must be posted on the academic transcript for the duration of the suspension. When a student is dismissed, the fact that dismissal was imposed must be posted on the academic transcript permanently.

### ACADEMIC HONESTY POLICY

This is the official GSOE statement: “Students are expected to conduct themselves and their work in a manner consistent with UCR’s policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication, and plagiarism (e.g., using another’s work or ideas without giving credit– intentionally or unintentionally). Submitting your own work more than once (e.g., for this class and another class, without both instructors’ knowledge and permission) is also a form of academic dishonesty and will result in an F. If you are at all unsure of what constitutes plagiarism or other forms of academic dishonesty, consult the UCR website for more information <https://conduct.ucr.edu/> Please familiarize yourself with UCR’s policies and procedures regarding academic integrity, published in full in the Schedule of Classes.”

#### **Candidates are responsible for:**

1. Refraining from cheating and plagiarism.
2. Refusing to aid or abet any form of academic dishonesty.
3. Notifying professors and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of the candidate reporting the incident will be protected.
4. Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. It includes, but is not limited to, the following examples:

#### **Cheating**

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person's work as one's own.

4. Taking an examination for another student or having someone else take an examination for oneself.
5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, then returning it for additional credit.
7. Using unauthorized materials, prepared answers, written notes, or information concealed in a blue book or elsewhere during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

### **Dishonest Conduct**

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
4. Forging add/drop/change cards and other enrollment or *required* documents, or altering such documents after signatures have been obtained.
5. Intentionally disrupting the educational process in any manner.
6. Allowing another student to copy off of one's own work during a test.

### **Plagiarism**

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images, or other creative works of another.
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.
3. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge

### **Collusion**

Any candidate who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is subject to discipline for academic dishonesty. TEP faculty members will follow the procedures outlined by the Academic Senate (<http://senate.ucr.edu>) in dealing with incidents of academic dishonesty. You can find more information about academic dishonesty as well as the procedures in dealing with it on the Student Conduct and Academic Integrity Programs website <http://conduct.ucr.edu/index.html>

### **Process**

If an instructor or professor deems that a candidate has engaged in conduct that falls under the definition of academic dishonesty, he or she may file a report or complaint with the office of Student Conduct and Academic Integrity Programs (SCAIP). This is an office of the University

and cases referred to this process will be decided by SCAIP and administered by the Graduate Division. The GSOE and TEP are mandated to comply with any determinations made by SCAIP. The process per the SCAIP website is as follows:

1. A report or complaint is made to the [Student Conduct & Academic Integrity Programs \(SCAIP\)](#).
2. SCAIP assesses if student(s) may have violated UCR conduct policies.
3. Student(s) involved in alleged violation(s) are sent notifications to meet with a SCAIP staff member.
4. SCAIP meets with involved student(s), including relevant witnesses.
5. SCAIP determines if a student more likely that not violated UCR policies. If the alleged violation(s) are egregious or a repetitive in nature, the case will be referred to either the Student Conduct Committee (social violations) or College Academic Integrity Committee (academic violations) for review.
6. If the student is found “responsible” for violating UCR policies, s/he will be assigned appropriate sanctions.
7. Student may only appeal decision made by SCAIP or Committee, under the following grounds:
  - a. Newly discovered evidence that was not available at the time of the hearing,
  - b. Significant procedural error, or
  - c. Upon other evidence or arguments, which, for good cause, should be considered

## ACKNOWLEDGEMENT OF UNDERSTANDING

I have read the above summary and will familiarize myself with all the requirements and expectations of the University of California, UCR Graduate School of Education Teacher Education Program, CTC, and the cooperating schools/school districts in which I am placed.

**Student Signature**

**Print Name**

**Date**