Teacher Education Program

**DISTRICT COOPERATING TEACHER (DCT)
HANDBOOK
2023-2024**

Licensure and Certification Disclosure

1

[WELCOME](#) from the Assistant Dean and Director of Teacher Education

"Students cannot un-educate the person who has learned to read. Students cannot humiliate the person who feels pride. Students cannot oppress the people who are not afraid anymore."

- Cesar E. Chavez.

Welcome to the Teacher Education Program (TEP) at the University of California, Riverside. I am grateful to serve as the Assistant Dean and Director of Teacher Education and to have you be part of a student's educational trajectory.

The TEP is home to a diverse group of students, staff, Supervisors of Teacher Education, and faculty. Students join a long lineage of distinguished educators focused on diversity, equity, and inclusion. Over this academic year, students will embark on a rigorous journey that will require individual transformation. As you are aware, the work of becoming a teacher can be challenging and takes internal growth to be successful. This growth is a continued developmental process that will challenge students personally and professionally. Students will draw upon their experiences, diversity, and talent, to tackle the complexities facing education. As a District Cooperating Teacher, you will play a big role in this process. And we are so glad that you decided to be part of it!

You will be assisting, supporting, and encouraging students to bring their lived experiences and unique perspectives to the table. As members of the TEP community, you are valued and are an important part of our program. We recognize the contributions you will bring and how this will set in motion a series of events that will lead to changing future generations. Your mentorship will be vital as students move forward in their program trajectory.

You will be part of creating a leader of change! Your student has chosen to enter a career in teaching during a time of constant transitions and uncertainty. I look forward to your partnership and working alongside you, as does our Supervisor of Teacher Education.

I'm thrilled you have chosen to be part of the UCR TEP family and I'm confident that together we will make an impact in the Inland Empire, in California, nationally, and globally. Together with students, we will spark the changes needed for a better future in education.

Best wishes for an outstanding year!

Dr. Frances Valdovinos
Assistant Dean and Director of Teacher Education

SOE Mission Statement: TEP 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 University of California, Riverside's School of Education, or SOE is a nationally recognized school in a public research university that leverages its broad range of expertise to develop impactful partnerships, collaborations, and evidence-based resources fundamental for teaching, learning, and student success. Located in a region rich in racial and linguistic diversity, yet challenged by economic and social inequities, SOE serves a diverse student population, much of which is comprised of students of color, low-income students, and first-generation college students. SOE's mission is to advance equitable educational systems and practices which are driven by core values of equity, evidence, excellence, community, critical thinking, and compassion. Additionally, we prioritize recognizing, honoring, and working with the people of the region to create transformative opportunities and advance our respective fields in education. The faculty and staff of SOE enact this mission by valuing, understanding, and partnering with our UC, UCR, and Inland Empire community as we:

- Engage in world-class research which cultivates environments supporting learning and development that are student-centered, inclusive, and intentional.
- Develop future educators, administrators, policymakers, researchers, and leaders across the K-20 education system who implement socially just, evidence-driven, and culturally sustaining principles and practices in their work. We strive to name, disrupt injustices, and promote structures of opportunity.
- Build upon the strengths of systemically marginalized communities by encouraging scholars and communities to explore, translate, and strive for equitable and critically minded academic, behavior, and social/emotional outcomes for children and families.
- Endeavor to develop in our students, faculty, and staff a sense of collective ownership, professional responsibility, and humanizing engagement for the greater good of the community.

The Teacher Education Program at the University of California, Riverside prepares aspiring teachers to serve schools through social justice oriented, community engaged frameworks. While studying cutting-edge and research informed curricula, teacher candidates 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 socioeconomics, race, linguistics, and ability.
- Integrate arts and technology across disciplines.
- Use theory to guide practice.

Teacher Education Program (TEP) Office

The TEP office is located in Sproul 1124. Below is information on the staff and Supervisors of Teacher Education based on the program subject and area.

TEACHER EDUCATION PROGRAM OFFICE SPROUL HALL 1124 STAFF, COORDINATORS and SUPERVISORS		
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Vacant, Supervisor of Teacher Education	Multiple Subject & BILA	

WHO TO CONTACT	TOPIC
Assistant Dean & Director	TEP policy questions
Assistant Director	Student Concerns
Academic Advisor	Courses, progress, registration, withdrawal questions
Lead Credential Analyst	Placements, Internship, Bilingual Authorization, Added Authorizations
Supervisor of Teacher Education (STE)	Student teaching, edTPA, DCT/ field placement questions

Teacher Education Program Values

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 improve classroom practice through reflection.

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

- Respect for all members of the UCR and 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 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.

Professional Ethics and Expectations

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

The Teacher Education Program (TEP) has a deep commitment to developing in students a professional code of ethics. Faculty and staff have high expectations for themselves as they model professional ethical behavior and as they demonstrate professional communication and conduct as leaders in the teacher preparation program. Professional communication and conduct includes the demonstration of respect, tolerance, maturity, responsibility, reliability, resourcefulness, cooperation, collaboration and commitment. We encourage students to demonstrate a strong work ethic, another important facet of a set of professional principles that will enable them to become role models for their peers, colleagues, and PK-12 students.

Moreover, the Commission on Teacher Credentialing (CTC) *Standards for Teacher Preparation Programs* (https://www.ctc.ca.gov/educator-prep/program-standards) includes requirements for the preparation of student teachers in the area of professional expectations and ethics. CTC requirements include instruction that will result in student awareness of and knowledge about professional communication and conduct that will be important as they develop relationships with administrators, faculty, staff, parents and PK-12 students. CTC requirements include instruction in and demonstration of competency for a set of Teaching Performance Expectations (TPEs); http://ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf , one of which is **TPE 6.2** which reads that teachers will be able to engage in the following development as a professional educator:

"Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues."

Additionally, student teachers are expected to cultivate a sense of understanding of the communities where they live and work as teachers and value the diversity that exists in California public schools. This knowledge of cultural competency is outlined in *TPE 1.1: Engaging and Supporting all Students in Learning* which states that teachers will be able to:

"Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning."

It is the expectation of the SOE and TEP that student teachers 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.

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 SOE 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 SOE and TEP that candidates always remain conscientious of our commitment to diversity, professional ethics, and use these strengths to inform their teaching by creating a safe space for *all* students to learn, grow, and strive.

Program Structure

UCR Supervisor

The UCR Supervisor assigned to your student teacher is your primary and first resource should concerns arise about program structure or about the preparation of the student teacher. If you have any difficulty contacting the UCR Supervisor or feel that you need additional assistance, please contact either the Assistant Director of Teacher Education or the Director of Teacher Education at (951) 827-5225.

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 who can address the needs of all students in culturally responsive ways. Through relevant coursework and valuable fieldwork with partner

school districts, the TEP program prepares aspiring teachers to serve schools through social justice oriented and community engaged frameworks. Coursework and fieldwork are based on the Teacher Performance Expectations (TPEs) required by the Commission on Teacher Credentialing (CTC).

As part of coursework and fieldwork, students 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.

Students will be exposed to and need to learn how to function in a culture that may be new to them—the culture of the elementary and/or secondary school. They will be new to the school and have the opportunity to learn from experienced teachers and administrators. They will also be expected to bring their own ideas to these experiences. Finally, they will be expected to make steady progress toward competency as a new teacher and to accept and implement suggestions for continual improvement as part of the evaluation process. This includes school-based evaluation and the TEP Support and Evaluation System. The STE will provide guidance when a report is needed. These new opportunities may present challenges they have never before encountered, and in meeting those challenges, they may experience a certain level of discomfort. That is a sure sign of learning and growth. UCR supervisors, faculty, and TEP staff are to provide instruction and guidance in assisting them to meet these challenges successfully.

COHORT MODEL AND FIELDWORK

The TEP operates as a year-long cohort model program (4 quarters). The Education Specialist cohort is a year and a half (5 quarters). Teacher candidates are assigned to a cohort under the guidance of a UCR Supervisor of Teacher Education (STE). Fieldwork, or student teaching, at a school site begins once the district, placement coordinator, and STE has finalized the required placement protocols and approvals have been completed (dates will vary).

Fieldwork hours, student teaching, may begin during the end of summer quarter or beginning of Fall quarter. General education credential students are required to complete at least 600 hours over the arc of the program. This is equivalent to 200 hours per quarter. Candidates seeking dual Education Specialist credentials are encouraged to extend clinical practice for an

additional 150 hours and should work closely with their STE to ensure that clinical practice experiences meet all required competencies for the dual credentials.

All student teachers must report to the school site as directed by you and their UCR Supervisor. You are to work with them on the schedule for the particular school where they will be doing their fieldwork. Student teachers are to report to the school site on the first day after winter and spring breaks, per the district calendar.

TIME COMMITMENT

The TEP is designed to prepare students for the life of a public school teacher—a life that makes many demands on a teacher's time and energy at the same time as it offers many rewards. Classroom teachers work long hours, both at the school site and in preparation after hours. They are responsible for the completion of significant amounts of paperwork and are asked to participate in planning meetings with colleagues.

UCR's full-time day program is rigorous and challenging. The full-time schedule consists of student teaching at a school site for 20 hours per week (7AM-3PM depending on their site hours and scheduling) while taking Monday-Friday classes after 4PM (days may vary per quarter). In addition, candidates spend time completing assignments that include reading, writing papers, creating lesson and unit plans, completing group projects, and engaging in technology-based learning.

It is common for students to feel overwhelmed at times while striking a balance between professional and personal time management. If students have concerns about their ability to manage time while in the program, we encourage students to be proactive by contacting their UCR Supervisor and advisor. Additionally, the UCR Counseling and Psychological Services (CAPS) is an excellent resource and has a wide range of services available.

STUDENTS WITH DISABILITIES

If a student has a disability or believes they may have a disability, they can arrange for accommodations by contacting Services for Students with Disabilities (SSD) at 951-827-3861 (voice) or visit the Student Disability Resource Center website. Students needing academic accommodations are required to register with SSD and provide required disability-related documentation. If they have approved accommodation(s), they are advised to notify their supervisor and advisor privately.

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 951-8275531 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 training, student well-being and basic needs services are all offered through CAPS. Please go to the CAPS website for more information.

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

The Teacher Education Program includes student events, to foster opportunities to invest in student selves as individuals. We come together and think alongside one another collectively. These events are to invest in students and to meet fellow teacher candidates, build student knowledge base, and explore opportunities. These events reflect our commitment and values aligned to the TEP Mission. Events are often hosted on Fridays or weekends to accommodate teaching schedules.

Each year, the TEP sponsors many events like the Restorative Justice Event, The Mock Interview, edTPA workshops, Alumni Mentor Events, and many more. There are specific events where all candidates are required to attend. These events are planned ahead of time (please see Save the Dates form at the end if this handbook) and are conducted on Friday's. Time's may conflict with students teaching. We encourage DCT's to be flexible with students as these required events are for the benefit of our candidates. Your continued support is appreciated.

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 Program will prepare students to be critical-thinkers and well-rounded educators who address the needs of all students in culturally responsive ways. Through relevant coursework and valuable fieldwork with partner school districts, our programs prepare 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/teachereducation-students#course_offerings

SPECIAL EDUCATION COURSEWORK

Special Education (SPED) candidates earn dual credentials in Mild/Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) in five (5) quarters. Special Education candidates take the full complement of courses that Multiple Subject candidates take. This ensures that they meet the Universal TPEs. M.Ed. candidates take their required credential courses in combination with their master's degree coursework. Students are to review their own program plan for unit information or review the course schedules for more information.

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/EDUC 172 or EDUC 177/EDUC 178, 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 TEP 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.*

The Teacher Education Program (TEP) expends a great deal of time and effort establishing relationships between the TEP 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

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.

Each credential candidate is assigned a Supervisor of Teacher Education (STE). Once the assignments are announced, it is the responsibility of the Supervisor (STE) to contact the student. The Supervisor (STE) is the student's primary resource should concerns arise about program structure or about the preparation of the candidate. If students have any difficulty contacting the Supervisor (STE) or feel that students need additional assistance, please contact either student's Advisor or Lead Credential Analyst.

The STE conducts a minimum of four (4) formal observations (per quarter) of classroom instruction per candidate during public school hours. The STE makes additional observations at school sites as necessary and as requested. They will also be responsible for completing, collecting, and submitting all required documents for student teaching and internship according to program deadlines. The STE will teach a 2-hour student teaching seminar once a week per quarter. They will also teach a 1-hour teacher performance assessment course once a week per quarter.

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 SOE 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 each term with the District Cooperating Teachers (DCTs) 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).

FIELD PLACEMENTS

Field placements, or student teaching placements, are an important part of a candidate's development as a future educator. All field placements must be assigned/approved by the Field

Placement Coordinator. Field placements are rarely changed, and changes require prior approval by the Field Placement Coordinator. **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), they should consult their STE and Field Placement Coordinator 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 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 AND TPEs

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). The following rubric is used to assess candidate progress.

The TPE Development 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 used for evaluation.

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

TPE 1: Engaging and Supporting All Students in Learning

		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	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Winter	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Spring	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1	2	3	4	5	6	7	8	9
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	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Winter	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Spring	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1	2	3	4	5	6	7	8	9
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	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Winter	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Spring	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1	2	3	4	5	6	7	8	9
Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. 1.8	Fall	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Winter	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Spring	☐	☐	☐	☐	☐	☐	☐	☐	☐

Fall Comments:
Winter Comments:
Spring Comments:

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 fully credentialed practitioners with a minimum of three years of teaching experience and demonstrated organizational and leadership abilities. The DCT selection process is selective as mentors must have evidence of long term, positive impacts 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. If a DCT is pending their 10 hours of training, they must let the STE know immediately.

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. All observation forms and templates are accessible through [Watermark](#).

A suggested pacing guide will be provided to support DCTs with their responsibilities throughout the year. Students 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.

SEMINAR

Seminar is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates are enrolled in seminar courses where they will demonstrate mastery of the Teaching Performance Expectations (TPEs).

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 (BILA)

Specialized requirements for BILA seminar have been created 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.

UC RIVERSIDE | Teacher Education **Bilingual Authorization (BILA) in Spanish**

You can earn a Bilingual Authorization (BILA) in Spanish and learn to lead a dual language immersion (DLI) classroom where you can teach students who are developing their literacy and fluency in both Spanish and English. Through the BILA program, candidates learn about best practices for instructing students in English and Spanish in the content areas and for teaching Integrated (elementary and secondary) and Designated (elementary only) English Language Development (ELD) and Integrated and Designated Spanish Language Development (SLD) in a DLI classroom.
For further information, please refer to the CTC Leaflet regarding the Bilingual Authorization: CL-628B.

Candidate Name: _____ Preliminary Credential* Completed on ____/____/____

Option 1: CSET Spanish (Bilingual Authorization) Subtests III, IV, V (Test Codes 147, 250, 258)**	Option 2: *UC Riverside Extension, Bilingual Authorization Coursework* *Prerequisite: Passage of the CSET: Spanish, Subtest III (test code 147)** * *This coursework may only be fulfilled at UC Riverside Extension.***
☐ Subtest III – Test Code 147** Date: _____/____/____ ☐ Yes ☐ No _____/____/____ ☐ Yes ☐ No	☐ Subtest III – Test Code 147** Date: _____/____/____ ☐ Yes ☐ No _____/____/____ ☐ Yes ☐ No
☐ Subtest IV– Test Code 250** Date: _____/____/____ ☐ Yes ☐ No _____/____/____ ☐ Yes ☐ No _____/____/____ ☐ Yes ☐ No	**3 Courses to Cover CSET Subtest IV (Grade of B or better):** ☐ **EDUC X426.51:** *Survey of Bilingual Issues* (4 units)*** Year Completed: _____ Quarter Taken: _____ Grade Earned: _____ ☐ **EDUC X426.52:** *Assessment and Methods of Instruction in Bilingual Settings* (6 units)*** Year Completed: _____ Quarter Taken: _____ Grade Earned: _____ ☐ **EDUC X426.53:** *Reading and Biliteracy in Bilingual Settings* (4 units)*** Year Completed: _____ Quarter Taken: _____ Grade Earned: _____
☐ Subtest V– Test Code 258** Date: _____/____/____ ☐ Yes ☐ No _____/____/____ ☐ Yes ☐ No _____/____/____ ☐ Yes ☐ No	**1 Course to Cover CSET Subtest V (Grade of B or better):** ☐ **EDUC X426.54:** *Culture and Diversity in Bilingual Settings* (4 units)*** Year Completed: _____ Quarter Taken: _____ Grade Earned: _____

☐ Pre-service candidates in the UCR Teacher Preparation Program take EDUC 179B, typically in the winter quarter.
Year Completed: _____ Quarter Taken: _____ Grade Earned: _____

Completed by:

_____
Credential Analyst   Date

~~~~~~

Bilingual Authorization Recommendation: ☐ Approved   ☐ Denied

_____
Director of Teacher Education   Date

UC Riverside Bilingual Authorization Checklist for Recommendation   Revised 5.27.23   Page 1
* Includes English Learner Authorization   ** Fee associated with CSET tests   ***Fee associated with UCRX courses

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	**Applying Practice: Consistently uses the knowledge, skill, and/or practice appropriately and competently.**
	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.
3	**Exploring Practice: Demonstrates a developing ability to use the knowledge, skill, and/or practice appropriately and competently.**
	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.
2	**Emerging Practice: Demonstrates an awareness of the knowledge, skill, and/or practice and its importance, but not able to demonstrate competent use.**
	Responds to some elements of the task in a satisfactory way but may lack evidence or details. Shows limited understanding of important instruction and content
	issues. Makes limited attempts to connect subject matter to real-life contexts to engage students.
1	**Novice Practice: Shows little or no awareness of knowledge, skills, and/or practices in contexts where there should be awareness and/or use.**
	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.

- **Classroom theories inform classroom management**:

- o EDUC 147, 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, may be more for Special Education Candidates. 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 students articulate their own classroom structure. As part of this assessment, students must be able to articulate and support a classroom management plan.
    - o These plans are revised and developed over the course of the year and in the 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 & edTPA lesson plans 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 students said, people will forget what students did, but people will never forget how students made them feel." Maya Angelou, Activist.

STUDENT TEACHING EXPECTATIONS

The TEP Supervisors of Teacher Education, 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. These are the very kinds of knowledge, skills, and experience that students will obtain during the program. However, students do possess personal qualities and characteristics that will enable students to meet their 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 students as students work in their DCT's classroom as a candidate.

PROFESSIONAL CONDUCT

Professional conduct for UCR TEP Candidates includes:

- As a representative of the university and the program students must always be professionally dressed.
- 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.
- Supervisor of Teacher Education (STE) will contact students for an initial meeting. This meeting may take place during orientation or through other forms of communication.

Students will have seminar courses with students STE throughout their tenure in the program.

- 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 STE is responsible for contacting the DCT initiating a meeting. The DCT, STE, and candidate will work on the field placement schedule.
- 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. Candidates seeking Dual Education Specialist credentials are encouraged to extend clinical practice for an additional 150 hours and should work closely with their STE to ensure that clinical practice experiences meet all required competencies for both credential programs.

According to the CTC, these are examples of appropriate hours that may be included 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.**

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. Students 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 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 <u>evidence</u> they identify of how/if they met their Action Objective rationale for observation.
- STE/DCT supports the candidate to focus on the <u>evidence</u> 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 <u>next steps</u> to include in the next observed lesson. *What are their 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
- 2022-2023 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.
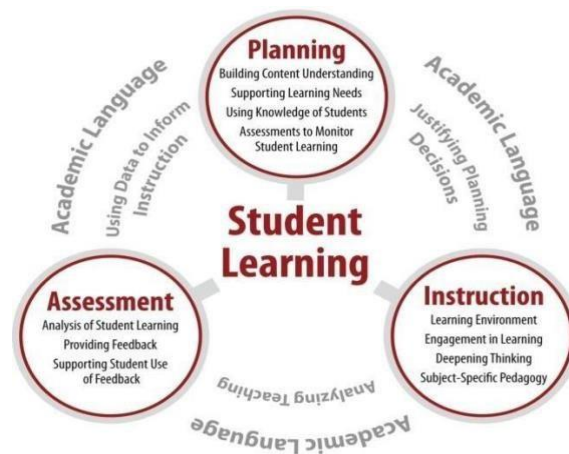
Candidate Responsibilities

"There is always light. If only we're brave enough to see it. If only we're brave enough to be it." – Amanda Gorman.

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, SOE, 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 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.**

Teacher Performance Assessment (edTPA)

During the Teacher Performance Assessment course, candidates will have multiple and systematic opportunities to gain experience 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 to receive a Preliminary California State Teaching Credential. *It is the student's 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. As of 2022 Education Specialist are also required to pass and pay for edTPA. 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).

DISTRICT COOPERATING TEACHER ORIENTATION TRAINING

As per the current California credentialing law, the District Cooperating Teacher must participate in a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (please note: this only applies to DCTs who are new to our program). In addition, each quarter, UCR Supervisors also schedule, with the cooperation of the principal, an orientation meeting with DCTs to provide an overview of all requirements, policies, and procedures of the TEP for that quarter as well as to give them opportunities to ask questions and provide feedback.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR DISTRICT COOPERATING TEACHERS

Seminar in Pre-Service Training: DCTs are offered the option of enrolling in a "Seminar in Pre-Service Teacher Training" for 2 units of credit through UCR Extension. Only 2 units per year may be earned, and the maximum number of units is 6 (see: Sample Forms). UCR Extension has changed their enrollment policy. DCTs are advised to call UCR Extension (contact information is on the registration form) to arrange their registration for the seminar.

Each quarter education courses are offered at a 50% discount for DCTs through UCR Extension. The UCR Extension District Cooperating Teacher flyer describes this opportunity. The DCT must submit all registrations by phone directly with UCR Extension.

INDIVIDUAL DEVELOPMENT PLAN

CTC requires candidates to complete an Individual Development Plan (IDP) before exiting their credential program. Based on evidence gathered during the student's field placement, and in collaboration with the student's DCT and STE, students will identify areas of strength and areas for growth and professional development. The IDP is intended to serve as a resource as students continue their role as a professional educator and begin their induction program. The IDP is taken to the teacher induction program to inform the

creation of the student's Individual Learning Plan (ILP) which, in turn, will guide the induction experience. The IDP will be completed and reviewed by the candidate, STE and DCT at the end of Spring quarter.

FAILURE TO MEET ACADEMIC AND PROFESSIONAL STANDARDS AND REQUIREMENTS

In accordance with California Commission on Teacher Credentialing (CTC), should a candidate fail to meet CTC, UCR, or SOE 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, 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 SOE or TEP.
- 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 Riverside's Student Conduct and Academic Integrity Programs.

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**.** Students may also speak to their advisor.
- **Second,** if the candidate does not feel the question has been answered or the concern resolved, he/she/they 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/they makes an individual appointment with the Assistant Director of Teacher Education.

- **Fourth**, if the candidate does not feel that the question has been answered or the concern resolved, he/she/they may make an individual appointment with the Director of the School of Education.
- **Fifth,** if the candidate does not feel that the question has been answered or the concern resolved, he/she/they may make an individual appointment with the Dean of the School of Education.
- **Sixth**, 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 [Office of the Ombuds | A Safe Place to Navigate through Difficulties at UCR.](#)

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](#). 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.

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 SOE 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 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. Students should be able to interact with peers, teachers, administrators, faculty, students, and parents in a courteous, professional, and respectful manner.

● 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 SOE and TEP that candidates always remain conscientious of our commitment to diversity, professional ethics, and use these strengths to inform their teaching by creating a safe space for all students to learn, grow, and strive.

Teacher Candidate Professional Dispositions are regularly reviewed and evaluated by STEs, DCTs, UCR Faculty and Staff. Candidates who are 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 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 <u>minimal</u> 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/their supervisor that he/she/they 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 School of Education.

3. The candidate may also seek advice and intervention from the UCR Ombudsman.

B. General Notes on Continuing 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 SOE.

UC RIVERSIDE | Teacher Education

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.

TEACHER EDUCATION
PROGRAM
900 University Avenue
Sproul Hall 1124
Riverside, CA 92521
Phone: (951) 827-5225

UC RIVERSIDE | Teacher Education

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):

_____

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.*
_____

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) _____

TEACHER EDUCATION
PROGRAM
900 University Avenue
Sproul Hall 1124
Riverside, CA 92521
Phone: (951) 827-5225

UC RIVERSIDE | Teacher Education

Support and Evaluation System:
Level III 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.

36

TEACHER EDUCATION
PROGRAM
900 University Avenue
Sproul Hall 1124
Riverside, CA 92521
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UC RIVERSIDE | Teacher Education

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.

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PROGRAM
900 University Avenue
Sproul Hall 1124
Riverside, CA 92521
Phone: (951) 827-5225

UC RIVERSIDE | **Teacher Education**

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.

38

Program Policies and Procedures

ATTENDANCE POLICY

Attendance from all candidates 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 students 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 students will be punctual at all meetings, course sessions, and for their assignment at their school site.

SUBSTITUTE TEACHING

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

At the discretion of student's UCR Supervisor, students may be instructed to refrain from working as substitute teacher for any district if substituting is interfering with their teaching responsibilities in the credential program and/or their progress/success in their TEP course work. Remember, UCR's program is a full-time program.

ACADEMIC MISCONDUCT

The Academic Senate Bylaws Appendix outlines Academic Integrity for Students at the University of California, Riverside. The student body of the 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.

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 School of Education. TCO candidates do not consult with the Associate Dean for Graduate Student Affairs.

ACADEMIC HONESTY POLICY

This is the official SOE 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 their 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 students 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/. Students are to familiarize themselves 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 from 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. Students 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 SOE 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 decisions 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

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 (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 951-8275531 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 training, student well-being and basic needs services are all offered through CAPS. Please go to the CAPS website for more information.

CAREER CENTER

UCR's Career Center is dedicated to Connect, Inspire and Empower current students and alumni on their career paths. Schedule an appointment with the Career Center to learn more about what it takes to become a successful professional in the workplace. The Career Center and ASUCR have joined forces to offer professional wear to students through the R'Professional Career Closet. The R'Professional Career Closet was designed to provide students with the tools to prepare for the workforce through creating access to professional attire for interviews, career fairs, and/or networking events. Our goal is to prepare UCR students to be competitive as they transition from education to employment by eliminating all barriers. Come visit the R'Professional Career Closet located in the Bear's Den (HUB 105) during our open hours.

LGBT Resource Center

UCR's LGBT Resource Center provides support, education, and advocacy regarding sexual orientation and gender identity/expression for the UC Riverside community and beyond. In the context of the campus and student populations we are created to serve and carry out a collective mission by providing the following: Advising, counseling, and crisis intervention • Educational and awareness programming • Peer support • Assessment and enrichment of campus climate • Collaborative programming with colleagues, departments and faculty • Community outreach and involvement • Student leadership development •
Location: 245 Costo Hall
Phone: 951-827-2267
Social Media: @ucrlgbtrc

SAVE THE DATES (SUBJECT TO CHANGE)

SUMMER QUARTER
edTPA Task 4 (Multiple Subject Only)
Friday, September 1st, 2023

FALL QUARTER
Alumni Mentor Network Series *(must attend 2)*
Friday, September 22nd, 2023, 4:30 – 6:30pm
Location: TBD

NGSS Workshop 1 (Multiple Subject only)
Friday, September 29th, 2023, 9:00 – 11:00am
Location: TBD

NGSS Workshop 1 *(Single Subject only)*
Friday, October 6th, 2023, 9:00 – 11:00am
Location: TBD

edTPA Task 1
Friday, October 13th, 2023
Location: TBD

Restorative Justice Event: Reframing School Discipline Event *(mandatory)*
Friday, October 27th, 2023
Location: TBD

NGSS Workshop 2 (Multiple Subject only)
Friday, November 3rd, 2023, 12:00 – 2:00pm
Location: TBD

NGSS Workshop 2 (Single Subject only)
Friday, November 3rd, 2023, 9:00 – 11:00am
Location: TBD

edTPA Task 2
Friday, November 10th, 2023
Location: TBD

NGSS Workshop 3 (Single Subject only)
Friday, November 17th, 2023, 9:00 – 11:00am
Location: TBD

NGSS Workshop 4 (Single Subject only)
Friday, December 1st, 2023, 9:00 – 11:00am
Location: TBD

STUDENT WINTER BREAK
December 16, 2023 – January 2, 2024

WINTER QUARTER
edTPA Task 3
Friday, January 12th, 2024
Location: TBD

Wrap-Up and Writing edTPA Workshop
Friday, February 2nd, 2024
Location: TBD

MOCK Interview Event *(mandatory)*
Friday, February 2nd, 2024
Location: TBD

Resume Critique Workshop
Friday, February 9th, 2024
Location: TBD

NGSS Workshop 3 (Multiple Subject only)
Friday, February 16th, 2024, 9:00 – 11:00am
Location: TBD

Job Fair - Career Center
Friday, February 23rd, 2024
Location: HUB 302

SPRING QUARTER
NGSS Workshop 4 (Multiple Subject only)
Friday, March 1st, 2024, 9:00 – 11:00am
Location: TBD

NGSS Workshop 5 (Multiple Subject only)
Friday, April 5th, 2024, 9:00 – 11:00am
Location: TBD

Alumni Mentor Network Series *(must attend 2)*
Friday, April 19th, 2024, 4:30 – 6:30pm
Location: TBD

Restorative Justice Workshop
Friday, April 28th, 2024, 4:30-6pm
Location: TBD