



School of Education Teacher Education Program



District Cooperating Teacher Handbook 2024 – 2025

[DCT/Mentor WSebsite](#)

[Licensure and Certification Disclosure](#)

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WELCOME FROM THE ASSISTANT DEAN AND DIRECTOR OF TEACHER EDUCATION

“You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.” César E. Chávez

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 (STEs), 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 (DCT), 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 STE.

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

School of Education Mission Statement: Teacher Education Program 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* (SOE) is a nationally recognized school in a level 1 public research (R1) 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, cultural, and linguistic diversity, yet challenged by economic and social inequities, the 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 community's greater good.

The TEP 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 and all other California content 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, culture, linguistics, and ability.
- Integrate arts and technology across disciplines.
- Use theory to guide practice.

TEACHER EDUCATION PROGRAM VALUES

The *Teacher Education Program* (TEP), 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/candidates:

The TEP 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 TEP has a deep commitment to developing in candidates 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 include 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](#) includes requirements for the preparation of candidates in the area of professional expectations and ethics. CTC requirements include instruction that will result in candidate 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; including the [new TPE 7](#)), or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)) one of which is **TPE 6.2, Developing as a Professional Educator**, which reads that candidates will be able to engage in the following:

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

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...” Willian Madrigal, [Cahuilla Tribe](#)

Dispositions are critical to learning and how we perceive students and their abilities. Dispositions impact our instruction quality. The *Teacher Education Program* (TEP) has identified professional dispositions that candidates in the *School of Education* (SOE) must have to effectively interact with those within the TEP as well as the diverse Inland Empire students, families, colleagues, and communities they will interact with and serve during their time in the

credential program. There should be consistent dispositions in both the program courses and when they are working in their assigned school sites and classrooms. The following dispositions are intended to express expectations for how all teacher candidates will achieve the *TEP Mission*.

Each candidate is expected to exhibit the following dispositions:

- **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 within 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 conscious 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 thrive.

TEACHER EDUCATION PROGRAM OFFICE

The *Teacher Education Program* (TEP) office is in Sproul 1207 (beginning in fall quarter). Below is information on the staff, program coordinators, and *Supervisors of Teacher Education* (STEs) based on the program, subject, and area.

TEACHER EDUCATION PROGRAM (TEP) OFFICE DIRECTORY ~ SPROUL HALL 1207 STAFF, COORDINATORS, and SUPERVISORS of TEACHER EDUCATION		
STAFF	PROGRAM AREA	EMAIL
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PROGRAM COORDINATORS AND SUPERVISORS OF TEACHER EDUCATION (STEs), con't.		
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WHO TO CONTACT	TOPIC
Assistant Dean & Director	TEP policy questions
Assistant Directors	Student and STE concerns
Academic Advisor	Courses, progress, registration, withdrawal questions
Bilingual Authorization (BILA) Coordinator	Bilingual Authorization (BILA)

TEACHER EDUCATION PROGRAM STRUCTURE

UCR Supervisor of Teacher Education

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

Nature of Coursework, Fieldwork, and Student Teaching

The UCR TEP structure aligns with the expectations outlined in the [*Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates*](#) document issued by the *California Commission on Teacher Credentialing* (CTC). “All teacher preparation programs, regardless of pathway, are required to provide clinical practice hours for candidates throughout their educator preparation programs. Clinical practice is designed in such a way that candidates learn from experienced educators, are evaluated against the [*Teaching Performance Expectations*](#) (TPEs; including the [*new TPE 7*](#)), and have the support and guidance they need to become effective educators” (p. 2).

In this handbook, there are several terms drawn from this document that are used frequently to describe candidates’ clinical practice, which is the sum of their fieldwork and student teaching experience. To support your and your candidates’ understanding, we have provided a short definition of each below:

- **Fieldwork:** The time candidates spend observing veteran teachers in a classroom setting. This will occur during the summer quarter.
- **Student teaching:** When candidates assume responsibility for one-on-one, small group, and/or whole class instruction. This will begin either late in the summer quarter or early in the fall quarter and will continue through the end of the spring quarter.

Nature of Coursework, Fieldwork, and Student Teaching

The TEP credential program is thoughtfully designed to prepare candidates to be critical thinkers and well-rounded educators who can address the needs of all students in culturally responsive ways. Through relevant coursework, valuable fieldwork, and student teaching in partner school districts, the TEP credential program prepares aspiring teachers to serve schools through social justice-oriented and community-engaged frameworks. Coursework, fieldwork, and student teaching are based on the [*Teaching Performance Expectations*](#) (TPEs; including the [*new TPE 7*](#)) and the [*Education Specialist TPEs*](#) (including the new [*Education Specialist TPE 7*](#)) required by the CTC.

As part of their coursework, fieldwork, and student teaching, candidates will:

- Observe UCR Supervisors of Teacher Education (STEs) and faculty model research-based 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 individual students, groups, and the whole class.
- Assess student learning.
- Interact with administrators, faculty, staff, parents/families, and students as a professional educator.

The Progression of TEP Clinical Practice			
Placement	General Overview	Teacher Candidate Goals	Hours Required
Summer Quarter	Introductory fieldwork observing teachers and K-12 students while understanding assigned placement.	Observe a classroom setting while also gaining perspective of the District Cooperating Teacher (DCT).	Minimum of 6 hours per week depending on the Supervisor of Teacher Education (STE), placement, and subject area.
Fall Quarter	Observing and practice teaching small segments of learning.	Teach 4 observed practice lessons with STE feedback and 2 observed practice lessons with DCT feedback. Solo teaching may begin in winter/spring quarters.	Minimum of 20 hours per week for at least 200 hours across the quarter depending on STE, placement, and subject area.
Winter Quarter	Practice teaching alongside an experienced teacher in your credential area. You will be responsible for teaching on your own within your credential area.	Practice teaching and solo teaching and 6 formal observations and feedback (4 STE and 2 DCT) in Watermark.	Minimum of 20 hours per week for at least 200 hours across the quarter depending on STE, placement, and subject area.
Spring Quarter	Practice teaching alongside an experienced teacher in your content area. You will be responsible for teaching on your own within your credential area.	Practice teaching and solo teaching and 6 formal observations and feedback (4 STE and 2 DCT) in Watermark.	Minimum of 20 hours per week for at least 200 hours across the quarter depending on STE, placement, and subject area.

Cohort Model

The TEP operates as a year-long cohort model program (4 quarters: summer, fall, winter, spring) for Multiple Subjects (credential-only and M.Ed.), Single Subject (credential-only and M.Ed.), and Education Specialist (credential-only) candidates. For Education Specialist candidates in the M.Ed. program, it is a year-and-a-half cohort model program (5 quarters: summer, fall, winter, spring, summer).

Candidates are assigned to a cohort by the TEP Assistant Dean and Director, and their STE will supervise and teach their credential seminars each quarter for the entire length of their

credential program. Fieldwork at a school site begins once the district, the TEP Placement Coordinator, and their STE, have finalized the required district and TEP placement protocols and necessary approvals have been completed (dates will vary for each cohort), typically during the summer/early fall quarter. Student teaching typically begins in the fall quarter and continues through the end of the spring quarter.

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

Multiple Subject and Single Subject credential students must complete at least 600 hours doing fieldwork and student teaching over the four quarters of the TEP program (summer, fall, winter, spring), which is equivalent to approximately 200 hours per quarter (fall, winter, spring). Those seeking the dual Education Specialist credentials are encouraged to extend their student teaching for an additional 150 hours to support them meeting all the requirements for their dual credentials.

All candidates should work closely with you and their STE to ensure that their fieldwork and student teaching experiences meet all required [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)).

Seminar courses for their cohort are conducted by their STE and begin in Summer Session E. Candidates must be committed to full-time attendance in the credential program and the attend the required events and professional development beginning with the *New Student Orientation* and continuing through the end of their credential/M.Ed. program.

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 amountsof paperwork and are asked to participate in planning meetings with colleagues.

UCR’s full-time TEP is rigorous and challenging. The full-time schedule consists of candidates teaching at a school site for 20 hours per week (7AM to 3PM depending on their site hours and scheduling) while taking classes Monday-Friday after 4PM (days may vary per quarter). In addition, they will 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 candidates to feel overwhelmed at times while striking a balance between professional and personal time management.

If candidates have concerns about their ability to manage time while in the program, we encourage them to be proactive by contacting their STE and their academic advisor. Additionally, the UCR [Counseling and Psychological Services](#) (CAPS) is an excellent resource and has a wide range of services available.

TEACHER EDUCATION PROGRAM PROFESSIONAL DEVELOPMENT EVENTS

“I change myself; I change the world.” Gloria Anzaldúa, Activist Professor

Each year, the *Teacher Education Program* (TEP) sponsors many events like the Restorative Justice Event, Mock Interview Panel, edTPA workshops, Alumni Mentor events, and many more. There are specific events that all candidates are required to attend. These events reflect the TEP’s commitment and values aligned to the *TEP Mission*. Events are often hosted on Fridays or weekends to accommodate fieldwork and student teaching schedules. Dates and times may conflict with their scheduled student teaching hours. We encourage you to be flexible with your candidate as these required events are for the benefit of our candidates and their current and future students. Your continued support of your student teacher’s professional development is appreciated.

TEACHER EDUCATION PROGRAM 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., Civil Rights Activist

Coursework Outcomes

Through relevant coursework and valuable fieldwork with partner school districts, the *Teacher Education Program* (TEP) credential programs prepare aspiring teachers to serve schools through culturally relevant, social justice-oriented, and community-engaged frameworks.

In addition to developing candidates’ pedagogical skill and rigorous content knowledge that align with *Common Core State Standards* and other state standards, the TEP programs prepare candidates to be critical thinkers, use theory to guide their practice, approach teaching using collaborative and co-teaching models, practice restorative justice and models of authentic care, and integrate language development, arts, and technology in their instruction across disciplines.

Supporting English Learners

A strong focus on English Learners is embedded in the TEP credential program.

- All candidates take the *Education in a Diverse Society* course (EDUC 147).
- Principles of instruction and *Universal Design for Learning* are taught in seminar courses.
- Building upon the linguistic and cultural assets of English Learners are topics covered in EDUC 179A and EDUC 179B/EDUC 286.
- Research-based strategies for identifying and supporting the linguistic needs of English Learners are also taught in EDUC 171/EDUC 172, *Reading and Language Development* (for Multiple Subject and Education Specialist candidates), and EDUC 178, *Reading and Writing in the Content Areas* (for Single Subject candidates), as well as in EDUC 179A, *Language Development in the Content Areas for Diverse Learners* (for all candidates), and EDUC 179B/EDUC 286, *Language Development in the Content Areas in a Dual Language Immersion Classroom* (for candidates earning a Bilingual Authorization [BILA])
- *Integrated and Designated English Language Development (ELD)* and *Universal Design for Learning* are taught in EDUC 179A
- EDUC 179A and EDUC 179B/EDUC 286 and seminar courses focus on culturally relevant teaching and stress academic vocabulary development.
- Professional development workshops and activities teach Restorative Justice, anti-bullying and anti-racism awareness and strategies.
- The lesson plan template that candidates must use includes how they will meet the academic and linguistic needs of English Learners.

English Learner Authorization (ELA)

The UCR preliminary credential includes the *English Learner Authorization*, or *ELA* (please note that this does not stand for English Language Arts), which documents the candidate's knowledge of how to differentiate instruction and support the academic and linguistic needs of English Learners. An ELA authorizes candidates to provide *Integrated English Language Development (ELD)* instruction (for all credential candidates) **within the subject area and grade level authorization of their credential**. It will also authorize Multiple Subject and Education Specialist candidates to provide *Designated ELD* instruction **within the grade level authorization of your credential**. *Please note that single subject candidates will not be authorized to provide departmentalized Designated ELD instruction (e.g., a class that is solely ELD and only English Learners are enrolled in the class; the primary standards taught in the class are the California ELD standards. Content standards are the secondary standards for the lessons and the academic content is used as the context within which to teach the ELD standards).*

The formal names for the preliminary credentials offered by the TEP that include an ELA are:

- **ELAM** for Multiple Subjects (**E**nglish **L**earner **A**uthorization, **M**ultiple Subject)
- **ELAE** for Education Specialists (**E**nglish **L**earner **A**uthorization, **E**ducation Specialist)
- **ELAS** for Single Subject candidates (**E**nglish **L**earner **A**uthorization, **S**ingle Subject)

As your candidates contact districts and apply for teaching positions, they may be asked if they have their English Learner Authorization/ELA (some districts may ask if they have a “CLAD”; this is an old authorization, and they will not need it as they have the ELA included in their credential). Please remind the candidates that they should respond affirmatively with the formal name of the credential (above) for the type of credential they will be earning. They will not need any additional English Learner Authorization/ELA beyond what they are earning in the TEP credential program.

Bilingual Authorization (BILA)

UC Riverside is approved by the CTC to offer a *Bilingual Authorization in Spanish*. [Bilingual Teaching Performance Expectations](#) (BTPEs) for the *Bilingual Authorization* (BILA) guide candidates in developing effective instruction in English and Spanish in a dual language immersion (DLI) classroom.

A BILA allows teachers to provide instruction in Spanish in a California classroom. Having a BILA authorizes all credential candidates with a BILA, including Single Subject, to provide the following types of instruction:

- *Integrated English Language Development (ELD)*, which is content instruction differentiated to meet the linguistic needs of English Learners
- *Designated ELD*, which is instruction that specifically focuses on the development of English language proficiency for English Learners
- *Integrated Spanish Language Development (SLD)*, which is content instruction differentiated to meet the linguistic needs of Spanish Learners
- *Designated SLD*, which is instruction that specifically focuses on the development of Spanish language proficiency for Spanish Learners

[BTPEs](#) are integrated into courses that all credential candidates take. The majority of the BTPEs, however, form the framework for one of the elective courses, EDUC 179B/EDUC 286, *Language Development Across the Content Areas in a Dual Language Immersion Classroom*. The course is cross-listed to allow credential-only and M.Ed. students to take the course as one of their electives and thus does not delay them in completing their credential/M.Ed. Several course sessions in EDUC 179B/EDUC 286 are taught in Spanish. Guest speakers include district and site administrators, DLI teachers, and other local and national DLI experts.

As an approved BILA program, candidates who take and pass the following will earn their BILA:

- CSET World Languages: Spanish Subtest III* (test code 147; we recommend that they **register as soon as possible** to take the CSET III as testing dates are limited and they must take and **pass the test by the end of the fall quarter**), which verifies their proficiency in Spanish
and

- EDUC 179A (all credential candidates must take this course) and EDUC 179B (credential-only candidates)/EDUC 286 (M.Ed. candidates)

**Note: Single Subject candidates with a degree in Spanish are exempt from CSET Subtest III per CTC regulations. Multiple Subject candidates with a degree in Spanish are still required to take and pass Subtest III. We continue to follow up on our request that the CTC change this policy, but current regulations have not been changed as of the publication date of this handbook. We will notify candidates immediately if any change is made.*

If a candidate chooses not to take the EDUC 179B/EDUC 286 course, they can still earn their BILA by taking and passing the two CSET tests (CSET IV, test code 250; and CSET V, test code 258) in addition to CSET III (test code 147).

Credential Seminar

Candidates' credential seminar is designed to support them in meeting fieldwork and student teaching requirements and enhance their teaching experiences as they work toward the goals for their specific credential program. Candidates are enrolled in seminar courses where they will demonstrate increasingly greater proficiency and mastery of the [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)).

Candidates also receive support through reflective discussions that revolve around events in content classes, field experiences, supervised student teaching, and collaboration between the candidates, TEP personnel, and you as their District Cooperating Teacher (DCT). 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) guide development in the course:

- What skills and strategies does a candidate need to master when planning for data-driven instruction?
- How does a candidate engage and teach diverse learners in the classroom?
- How does a candidate use data from their students to improve instruction?
- How does a candidate improve their practice using feedback from STEs, coursework instructors, and colleagues?
- How does a candidate demonstrate proficiency in the TPEs in their practice?

Multiple Subject Coursework

The Multiple Subject credential is a one-year cohort model program (4 quarters: summer, fall, winter, spring) that authorizes candidates to provide instruction in classrooms in elementary schools (grades K-8*). This ensures that candidates meet the [six \(6\) TPEs](#) and the [new TPE 7](#). If they are an M.Ed. candidate, they will take their required credential courses in combination with their M.Ed. coursework. Candidates will complete their coursework and student teaching

hours concurrently. Multiple Subject candidates spend their student teaching placement working one-on-one, in small groups, and as a whole class. They begin their placement by becoming oriented to the school community. As the quarter progresses, they take on additional teaching responsibilities, starting with planning and teaching in one subject. When they and their DCT feel they are ready, they then take on another subject for planning and teaching. Their student teaching experience continues this way until they are responsible for all classroom instruction and management.

**Teachers with a Multiple Subjects credential can teach at the middle school level. Candidates may ask you for information about this.*

Single Subject Coursework

The Single Subject credential program is a one-year cohort model program (4 quarters: summer, fall, winter, spring) that authorizes candidates to provide instruction in classrooms in secondary schools (grades 6-12). This ensures that they meet the [six \(6\) TPEs](#) and the [new TPE Z](#). If they are an M.Ed. candidate, they will take their required credential courses in combination with their M.Ed. coursework. They will complete their coursework and student teaching hours concurrently. Single Subject candidates spend their student teaching placement working one-on-one, in small groups, and as a whole class. They begin their placement by becoming oriented to the school community. As the quarter progresses, they take on additional teaching responsibilities, starting with planning and teaching in one class period or section. When they and their DCT feel they are ready, they take on other classes or class periods for planning and teaching. Their student teaching experience continues this way until they are responsible for all classroom instruction and management.

Education Specialist Coursework

Education Specialist candidates earn dual credentials in *Mild/Moderate Support Needs* (MMSN) and *Extensive Support Needs* (ESN) in a year-and-a-half (5 quarters: summer, fall, winter, spring, summer). This ensures that they meet the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)). If they are an M.Ed. candidate, they will take their required credential courses in combination with their M.Ed. coursework. Candidates are asked to review their program plan for unit information or review the [course schedules](#) for more information. Candidates will complete their coursework and student teaching hours concurrently. Education Specialist candidates are required to spend their student teaching placement working with groups of special education students in various settings (MMSN and ESN). They begin their placement by becoming oriented to the school community. As the quarter progresses, they take on additional teaching responsibilities, starting with planning and teaching in one subject. When they and their DCT feel that they are ready, they then take on another subject for planning and teaching. Their student teaching experience continues this way until they are responsible for all classroom instruction and management.

Attending *Individualized Education Plan* (IEP) meetings and assessing students' needs is also an integral part of the experience and their credential program. In some cases, such meetings occur after school hours. Candidates should make every effort to attend when possible.

TEACHER EDUCATION PROGRAM CLINICAL PRACTICE MODEL

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

The *Teacher Education Program* (TEP) spends a great deal of time and effort establishing relationships between the program and various school districts in the Inland Empire. When candidates are visiting schools in any capacity, they should remember that they are representatives of the UCR *School of Education* (SOE) and the TEP. The impressions that candidates make upon the visited schools/teachers will affect not only their own future but also the reputation of the TEP and its future ability to secure high quality placements for their fieldwork and student teaching. Accordingly, candidates should conduct themselves in a professional manner—in both appearance and deportment.

The TEP *Clinical Practice Model* is aligned with the *Commission on Teacher Credentialing's* (CTC's) [Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates](#) and is designed to support candidates in bridging what they are learning in other courses to the pedagogy and research-based strategies they are learning with real life experiences in classrooms. There are three main components of Clinical Practice:

- Seminar,
- Supervised student teaching, and
- Teaching Performance Assessment.

Supervised fieldwork and seminar begin in Summer Session E. Seminar is intended to provide support for classroom instructional practice for candidates. Supervised student teaching spans the fall quarter through the spring quarter and includes a broad spectrum of interactions with diverse populations and communities. These experiences are age- and/or grade-appropriate to the areas of teaching authorized by candidates' credentials.

There are three members of the *Clinical Practice Team* who work together to ensure a successful and productive experience:

- Student Teacher: The pre-service teacher (credential candidate) working to earn a teaching credential by completing fieldwork and student teaching to develop their pedagogical practice from educational professionals.
- District Cooperating Teacher (DCT; also called a mentor teacher): A veteran in-service teacher who provides opportunities for the candidate to practice teaching in their classroom under their mentorship, provides constructive feedback, and evaluates the student teacher's growing pedagogical practice.
- UCR Supervisor of Teacher Education (STE): Acts as the liaison and represents UCR TEP

and is the first point of contact for candidates and DCTs during the assigned fieldwork and candidate placement.

Clinical Practice Outcomes and Teaching Performance Expectations

To complete the credential program, candidates will be required to demonstrate proficiency in the CTC's [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)):

- 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*
- TPE 7: *Literacy and Reading Instruction*

The *TPE Developmental Continuum*, which is based on the TPEs, is to be used to assess candidate progress and identify areas of strength and growth in their instructional practice. Below is an example of the *TPE Developmental Continuum* for TPE 1.

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	☐	☐	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐	☐	☐
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:													

Fieldwork and Student Teaching Placements

Fieldwork and student teaching placements are an important part of a candidate's development as a future educator. Fieldwork and student teaching placements will take place

at carefully selected sites chosen for teaching excellence, faculty and administrative support for the candidates' learning, and diversity among the student body. Per the CTC regulations, the teaching experiences are selected to reflect socioeconomic, cultural diversity, and classrooms that include students learning English as a new language. They are identified as either *English Learners*, *Multilingual Learners*, or *Emergent Bilinguals*, depending on the district within which a candidate is placed. For the purposes of this handbook, hereafter they will be referred to as English Learners.

All fieldwork and student teaching placements must be assigned/approved by the TEP Placement Coordinator. These placements are rarely changed, and changes must be initiated by the candidate's STE. You, as the DCT, may also request a change. Changes also require approval by the TEP Placement Coordinator. **Candidates are not permitted to change their fieldwork or student teaching assignment on their own.** If a candidate has a serious concern about their placement, they have been advised to first consult their STE, who will then contact the TEP Placement Coordinator immediately.

Student Teaching Expectations

"There is always light. If only we're brave enough to see it. If only we're brave enough to be it." Amanda Gorman, American Poet and Activist

All of the candidates who are 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 they are placed for student teaching. This unique configuration underscores the importance of the professional roles and responsibilities to which each candidate should aspire.

The TEP, school administrators, and DCTs understand that at the beginning of the program candidates 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 curriculum design, planning, instruction, classroom management, and assessment.

The following are the expectations for all candidates in the TEP:

- Have reliable transportation to and from their assigned school site and the UCR campus.
- Understand course expectations based on the syllabi for each course.
- Complete at least 20 hours per week of fieldwork/student teaching.
- Adhere to the *SOE Mission Statement*.
- Follow the school calendar at the site where they are student teaching, regardless of the UCR calendar.
- Have a positive and cooperative spirit.
- Be enthusiastic about teaching and learning.

- Have a caring attitude toward children and adolescents.
- Listen to and learn from experienced teachers at UCR and in schools.
- Manage time, materials, and responsibilities in an organized fashion.
- Show initiative and resourcefulness.
- Be prepared.
- Be sure to arrive at the school site on time.
- Upon arrival, check in at the office and follow through on commitments.
- Be there for the entire day and come as early and stay as late as their DCT, as appropriate.
- If they are expected to present a lesson, have it prepared and shared with their DCT at least 24 hours in advance, in the format requested, with all materials ready, including a duplicate copy of their lesson plan for their DCT and/or their STE.

These are also qualities that administrators seek in new teachers; know that they will be paying attention to them as they observe candidates as they work and teach in their DCT's classroom.

Professional Conduct

Professional conduct expectations for UCR TEP credential candidates includes:

- Candidates are considered guests in the district and classrooms; they are to act accordingly.
- As a representative of UCR and the TEP, candidates must always be professionally dressed.
- Candidates must show sound judgment, knowledge of, and adherence to, school site policies.
- Candidates must meet all expectations of the cooperating school and school district including dress and grooming standards, professional conduct, appropriate language, and classroom performance.
 - Candidates must be aware that they can be removed without cause from fieldwork and/or student teaching assignments by the cooperating school or school district.
- Candidates must also meet all expectations of their instructors and you as their STE including dress and grooming standards, professional conduct, appropriate language, and classroom performance.
- To avoid disruptions to their student teaching experience, candidates are encouraged to save Fridays for TEP professional development events and for scheduling personal commitments, if possible.
- Cooperate with and engage in appropriate, professional interaction with colleagues, staff, parents/families, and students.
- Attend their student teaching classroom regularly as scheduled with their DCT and arrive on time.
 - Candidates should sign in/sign out each site day in the appropriate log in the school

- office.
 - If they are going to be absent or anticipate being late to their school site, candidates should contact the DCT and inform you in advance.
- Be flexible and adaptable, as this is evidence of professional growth and self-assessment.
- Be familiar and in compliance with all applicable requirements and deadlines of the TEP related to student teaching.
- Candidates are responsible for tracking, maintaining, and communicating their fieldwork and student teaching hours over their credential program; at least 600 hours is required.
- If a candidate engages in conduct that violates the [UC Policies Applying to Campus Activities, Organizations and Students, UCR Campus Implementation](#), they 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 or student teaching placement and/or their recommendation for the candidate's credential.
- **Please note that if a candidate displays unprofessional behavior or distributes inappropriate content via social media (such as Facebook, Instagram, Twitter, etc.) the candidate will also be subject to disciplinary action, including dismissal from the TEP and their credential and M.Ed. program (see section on "Social Misconduct").**

STUDENT TEACHING – FIELDWORK

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

Student Teaching and Fieldwork Hours

A minimum of 600 hours of supervised student teaching and fieldwork experience is required of all credential candidates. Those seeking dual Education Specialist credentials are encouraged to extend their student teaching for an additional [150 hours](#) and should work closely with their STE to ensure that their student teaching experiences meet all requirements for both credential programs. The UCR *Teacher Education Program* (TEP) adheres to the *Commission on Teacher Credentialing's* (CTC's) *Guidance of Clinical Practice and Supervision* for [Multiple Subject](#), [Single Subject](#), and [Education Specialist](#) candidates.

Clinical hours may include:

- Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching.
- Co-planning time, with *District Cooperating Teachers* (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 documented and reviewed in [Watermark](#). If a candidate records less than 400 hours by the end of winter quarter, they may be placed on a *Tier Report* to ensure compliance with the CTC requirements for clinical practice. **Candidates are responsible for tracking and maintaining records and having clinical hours verified regularly by their STE and you in [Watermark](#).**

Supervisor of Teacher Education Responsibilities

The Supervisor of Teacher Education (STE) is responsible for coaching, guiding, and mentoring their candidates by:

- Providing positive reinforcement for effective practices.
- Suggesting and teaching alternatives for ineffective practices.
- Assessing implementation of alternative practices.
- Supporting their development of an *Individualized Development Plan*.

STEs are fully familiar with the *TEP Mission/Goals* and the [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)) and [Bilingual Teaching Performance Expectations](#) (BTPEs; for those seeking a *Bilingual Authorization* [BILA]) as part of the evaluation process of each candidate. STEs are responsible for providing rigorous, constructive feedback that includes recognizing candidates' areas of strength and identifying areas for growth.

STEs will conduct a minimum of four (4) formal observations per quarter (fall, winter, spring) of classroom instruction per candidate during public school hours. They may make additional observations of their candidates as necessary and as requested. Candidates will also be responsible for completing, collecting, and submitting all required documents for student teaching or internship according to program deadlines. In addition, STEs will meet with site administrators and DCTs.

Other responsibilities of an STE include:

- Contacting each student teacher's DCT to initiate a meeting once they have been assigned by the TEP Placement Coordinator.
 - The STE, candidate, and you will work together on setting the schedule for your candidate.
- Performing student performance assessments, course assignment tracking, and support.
- Providing onboarding and training for DCTs at their assigned school sites.
- Communicating regularly with DCTs and site administrators (or their designees).
- Meeting each term with each DCT to review program expectations and review their

candidate's progress.

- 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 CTC requirements.
- Maintaining regular communication with TEP staff and candidates through office hours, telephone, and/or email availability.
- Teaching courses (seminar, fieldwork/student teaching, teaching performance assessment [edTPA]).
- Conducting a minimum of four (4) required teaching observations of each candidate and an evaluation at the end of each quarter (fall, winter, spring).
- Conducting end-of-term exit conferences using the *Quarterly Summative Evaluation* document available on [Watermark](#).
- Submitting grades for all assigned courses/seminars per UCR guidelines and deadlines.
- Completing *Tier Reports* for candidates not meeting program standards and/or grades.
- Collaboratively developing an individualized development plan for each candidate at the end of spring quarter.

District Cooperating Teacher Orientation (Summer or Fall)

The TEP selects DCTs who hold a clear credential in the content area for which they are providing supervision and have a minimum of three (3) years of content area K-12 teaching experience. The DCT must have demonstrated exemplary teaching practices as determined by the district and the TEP. The matching of candidate and DCT must be a collaborative process between the school district and the TEP.

The TEP provides a ten (10)-hour training course for new DCTs that consists of an initial orientation to the TEP curriculum, identifies effective supervision approaches such as cognitive coaching, adult learning theory, and examines current content-specific pedagogy and instructional practices. *(Please note: this only applies to DCTs who are new to the TEP credential program or who have not completed training elsewhere; verification will need to be provided if you completed training elsewhere).* The TEP ensures that DCTs remain current in the knowledge and skills for candidate supervision and TEP expectations.

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 your candidate.

District Cooperating Teacher Responsibilities

Candidates are assigned to a DCT, who are to provide support throughout the year that may include coaching, modeling, and demonstrating within the classroom, assisting them with

course planning and problem-solving regarding students, curriculum, and development of effective, research-based teaching methodologies and strategies.

DCTs are identified as highly effective, fully credentialed teachers with at least three years of teaching experience and demonstrated organizational and leadership abilities. The DCT selection process is a collaboration between UCR, the school district, and the site administrator, as DCTs 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 required for their contribution to the *Clinical Practice Team*.

All DCTs are required by the CTC to complete at least ten (10) hours of professional development in coaching adult learners. TEP has developed a ten (10)-hour training course for new DCTs. The STE will share the log in information with you if you are new to the TEP.

In addition, each quarter, STEs are to schedule, with the cooperation of the site administrator, a meeting with DCTs to provide an overview of all TEP requirements, policies/procedures, schedules, etc., for that quarter as well as to give them opportunities to ask questions, share concerns, and provide feedback regarding their candidates and the TEP program. A digital copy of this *DCT Handbook* will be provided to you. The *DCT Handbook* contains vital information for your reference throughout the time you are hosting a candidate in your classroom.

DCTs are to provide at least five (5) hours each week of mentoring, support in planning instruction, and guidance for their candidate. In addition, DCTs complete two (2) formal lesson observations and an end-of-term evaluation each quarter on [Watermark](#).

Candidates must give or email a complete lesson plan to their DCT at least one day in advance before presenting the lesson in their assigned classroom.

DCTs are to make themselves available to meet regularly with their candidate to discuss support strategies to ensure that they are improving in their demonstration of proficiency in the TPEs and BTPEs (for those seeking a BILA) based on the TPE/BTPE observation tool throughout the year

A short summary of expectations that outlines DCT responsibilities throughout the year will be shared with you by the STE.

Professional Development Opportunities for District Cooperating Teachers

Each quarter, education courses are offered at a 50% discount for DCTs through UCR Extension. The DCT must submit their registration by phone or email directly to UCR Extension. The *UCR Extension District Cooperating Teacher* flyer describes this opportunity and is available for on the [DCT/mentor website](#).

The *School of Education* (SOE) sponsors lectures and colloquia by distinguished scholars, researchers, and educators. These events are open to the public and DCTs are encouraged to

attend. You will be sent flyers describing these events to share with your DCTs as they are announced/become available.

The SOE sponsors lectures and colloquia by distinguished scholars, researchers, and educators. These events are open to the public and DCTs are encouraged to attend. STEs will share flyers describing these events as they are announced and become available.

STUDENT TEACHER OBSERVATION AND ASSESSMENT

Student Teacher Observation Schedule

In total, candidates will have at least 600 hours of student teaching in a classroom over a 30-week period. Each quarter (fall, winter, spring), at least 200 hours of student teaching is recommended. Each quarter, candidates will be enrolled in a seminar course, a supervised student teaching course, and a teaching performance assessment (*edTPA*) course. All three (3) courses are taught by their Supervisor of Teacher Education (STE) to develop teaching skills and support candidates' development of positive dispositions toward teaching.

Each quarter (fall, winter, spring) you are to observe your candidate two (2) times and provide a summative assessment evaluation for their 200 field hours (6 total observations and 3 summative assessment evaluations over the academic year). Candidates will also have four (4) observations each quarter by their STE, for a total of twelve (12) observations for the academic year. The STE will also meet with each candidate quarterly to track their progress and identify their areas of strength and areas for further development.

Bilingual Authorization Candidate Observation Requirements

Student teaching in a *dual language immersion* (DLI) classroom for candidates seeking their *Bilingual Authorization* (BILA) will prepare them for effective biliteracy (literacy in both Spanish and English) instruction. The *Teacher Education Program* (TEP), in collaboration with districts in the Inland Empire, tries to place BILA candidates in DLI classrooms for their fieldwork and student teaching.

If you are teaching in a DLI program and you have a candidate working on their BILA, then of the six (6) lessons that will be observed each quarter (2 by you, 4 by the STE), you and/or their STE are to observe at least one (1) that they present in Spanish. If your candidate is working on their BILA and you are not teaching in a DLI classroom, they are to submit at least one (1) Spanish lesson plan each quarter for review/feedback by their STE and/or the BILA Coordinator. The goal of the observations of them student teaching in Spanish (for those placed in a DLI classroom) or submitting lesson plans for review/feedback (for those who are not) in Spanish is for the candidates to practice and receive formative feedback on their academic Spanish language usage, biliteracy pedagogy, and curriculum.

Student Teacher Observation Protocol

I. Pre-Observation

- Candidate submits a lesson plan with lesson/content objectives, guiding [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)) and [Bilingual Teaching Performance Expectations](#) (BTPEs; for those seeking a *Bilingual Authorization* [BILA]), and *Action Objective/Rationale for Observation* clearly articulated. Lesson plans will be uploaded to [Watermark](#).

II. Observation

- You observe the entire lesson, taking notes.
- If the candidate is presenting the lesson in Spanish, you have several options:
 - If you are comfortable with your level of proficiency in Spanish, then you may conduct the observation yourself.
 - If you are not comfortable with your level of proficiency in Spanish, then you may:
 - Ask the BILA Coordinator to join you for the observation.
 - Simultaneous or sequential interpretation will be provided.
 - Video the lesson and share it with the BILA Coordinator for feedback on the lesson presentation and if it met the TPE/BTPE goals established by the candidate.

III. Post-Observation: Feedback and Debrief

- You/STE meet with the candidate to review the lesson plan and observation notes in relation to the observation's *Action Objective/Rationale*.
- The candidate will lead a discussion regarding the evidence they identify as to how/if they met their *Action Objective/Rationale* for the observation.
- In the meeting, the candidate will collaboratively make connections with you/STE regarding principles of effective teaching. The candidate will also identify what they learned from reviewing the observation notes that will inform their continuing development of their pedagogical practice and next steps.
- You/STE will support the candidate in focusing on the evidence from the lesson of what they said/did, what students said/did, and how that informs their next steps in their teaching.
- Time permitting, the debrief may open to broader observations by the candidate from their lesson, such as the classroom context to reason about interactions, known inter-relational dynamics, what teaching came before this lesson, rationale for this learning segment, etc.

IV. Post-Debrief

- You/STE will complete the *TPE/BTPE Observation Formative Rubric* on [Watermark](#).
- The candidate will reflect upon specific evidence and details discussed during the debrief and identify TPE-/BTPE-informed next steps to include in their pedagogical practice leading up to and in their next observed lesson: *What are your next steps because of this observation and debrief?*

- During weekly seminar, you and the candidate evaluate the impact on student learning, discuss goals, and identify next steps.

The *Observation Cycle* (pre-observation, observation, post-observation, and post-debrief) is complete when the following documents have been uploaded to their designated location:

- The observed lesson plan – the candidate is responsible for uploading it to [Watermark](#).
- 2024-2025 *TPE/BTPE Observation Rubric* – you/STE are responsible for uploading it to [Watermark](#).

You are to complete a minimum of two (2) observation cycles per candidate each quarter. A minimum of four (4) observation cycles are completed by the STE each quarter.

Classroom Management: An Embedded Signature Assignment

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

1	Novice Practice: Shows little or no awareness of knowledge, skills, and/or practices in contexts where there should be awareness and/or use. <i>Responses may address some elements of the task but lacks clarity, details, and knowledge of instructional and content issues. May include elements unrelated to the task or omit some elements of the task. Does not connect subject matter to real-life contexts to engage students.</i>
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There are multiple opportunities for candidates to develop their classroom management over their credential program. They include, but are not limited to, the following:

- **Classroom theories inform classroom management:** EDUC 147, *Education in a Diverse Society*: Prior to entering a classroom, candidates will take this course which includes exploring systemic injustice and culturally relevant ways to make content learning accessible for diverse student populations. Candidates will also take EDUC 179A, *Language Development in the Content Areas for Diverse Students*, which focuses on understanding the language development of all students, especially English Learners, who are learning English as they are being taught in English. The course also digs deep into culturally relevant pedagogy, along with understanding and being able to plan and present *Integrated English Language Development* (ELD; for Multiple Subject, Single Subject, and Education Specialist candidates) and *Designated ELD* (for Multiple Subject and Education Specialist credential candidates). The course also focuses on teaching and modeling student-to-student interaction, including classroom management strategies during such interaction, to support students' academic and linguistic needs as well as to be proactive in engaging students to minimize behaviors that affect learning.
- **Classroom Management Mentorship and Evaluation:** Candidates will be in the classroom for at least 600 hours as a candidate, and potentially more if they're an Education Specialist candidate. Each of their student teaching hours is supervised by you and their STE. Their progress in developing their classroom management is reviewed two (2) times each quarter via the observations you will be conducting and the four (4) that their STE will be conducting, along with a summative assessment at the end of each quarter which provides the candidate feedback on their performance. Each quarterly summative assessment informs your and the STE's focus on each student teacher's skill set development for the subsequent quarter.
- **Classroom Management Plan (CMP):** Each candidate is required to complete a classroom management plan in the fall quarter 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)

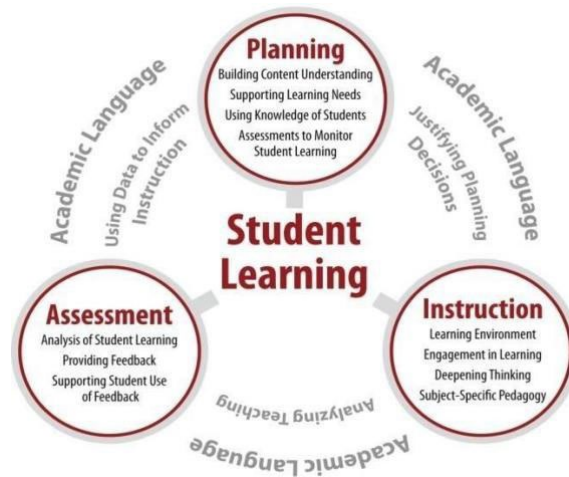
5. Persistent Misbehavior
6. Positive Reinforcement, and
7. Parent/Family Involvement.

The CMP is an *Embedded Signature Assessment (ESA)* aimed at helping candidates articulate their own classroom structure. As part of this assessment, candidates must be able to articulate and support their CMP.

The CMP is revised and developed over the course of the year and in spring quarter, before they graduate, candidates resubmit a revised CMP for their new classroom. CMPs are archived on the [Watermark](#) system.

- **Classroom Management Embedded in Lesson Plans:** Each lesson plan candidates create has components of their CMP embedded in it, and when they submit their lesson plan for review by you, their STE, BILA Coordinator, or course instructors, they are to be provided feedback on their classroom management components in the lesson. Lesson plan templates as well as *edTPA* lesson plans all contain the following elements:
 1. Rules and routines,
 2. Learning time,
 3. Praise,
 4. Redirection, and
 5. Standards-based content objectives and assessments.
- ***edTPA*:** This performance-based assessment evaluates the candidates' teaching, including their classroom management during instruction. Aspects the *edTPA* focuses on include establishing and maintaining a positive learning environment, gaining respect from and being respectful of the students, developing a rapport with the students, and appropriately challenging students by promoting higher-order thinking.

Teaching Performance Assessment (*edTPA*)



During the *Teaching Performance Assessment* course, candidates will have multiple and systematic opportunities to learn about and practice competency in the [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)) and [Bilingual Teaching Performance Expectations](#) (BTPEs; for those seeking a BILA) through observation, study, and the completion of their *CMP* (see section above). This *CMP* will prepare candidates to demonstrate competency on the state required summative assessment, the *edTPA*.

As a performance-based assessment, the *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 teacher's responsibility to pass the edTPA. Course instructors and STEs will provide support but are bound by specific ethical guidelines outlined by SCALE (Stanford Center for Assessment, Learning, & Equity) and the Commission on Teacher Credentialing (CTC) regarding the edTPA. Support provided by course instructors and STEs does not replace the need to read and review the official edTPA Handbook and other resources.***

[edTPA Fee](#)

Every candidate in the Multiple Subjects, Single Subject, and Education Specialist credential programs is required to pay a \$300 assessment fee to *Pearson*, the organization that administers the *edTPA*. The *edTPA* fee is nonrefundable and is paid directly by each candidate directly to *Pearson/Evaluation Systems*. The fee covers the administrative costs for candidate registration, portfolio submission, and scoring by a group of trained, calibrated scorers provided by *Pearson/Evaluation Systems*. ***Please note: University of California, Riverside does not profit from the edTPA assessment fee paid to Pearson/edTPA.*** If a candidate does not meet the *edTPA* passing score on their initial submission, they will be required to pay a new fee when resubmitting their revised *edTPA*.

TIER 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 candidate success, the *Teacher Education Program* (TEP) developed a *Tier Support and Evaluation System* that provides timely, comprehensive, and systematic feedback from

multiple perspectives. The system also meets accreditation requirements specified by the *Commission on Teacher Credentialing* (CTC). Data resulting from the system is used in the ongoing program improvement process required by the CTC and to produce reports that are required to maintain full accreditation status.

Dispositions are critical to learning, how we as educators perceive students and their abilities. Dispositions impact our instruction quality. The TEP has identified professional dispositions that candidates in the School of Education (SOE) must have to effectively interact with those within the TEP as well as the diverse colleagues, students, families, and communities in the Inland Empire. Candidates should demonstrate consistent dispositions in both their credential program and in the field.

The following dispositions are intended to express expectations for how all 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 within the demands of the situation.
- **Social Emotional Learning:** Demonstrates strong self-awareness, self-management, social-awareness, and strong decision-making skills.

Candidates must remain conscientious of UCR's commitment to diversity, equity, inclusion, professional ethics, and use these strengths to inform their pedagogical practice by creating a safe space for all students to learn, grow, and thrive.

Teacher Candidate Professional Dispositions are reviewed and evaluated by you, their Supervisor of Teacher Education (STE), TEP faculty, and staff. If a candidate is not making progress or have difficulty consistently meeting the standards, any of the [*Teaching Performance*](#)

[Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)) and [Bilingual Teaching Performance Expectations](#) (BTPEs; for those seeking a *Bilingual Authorization* [BILA]), and the expectations set by the TEP, the candidate will receive assistance and guidance using the following *Tier Support and Evaluation System*.

There are four levels of the *Tier Support and Evaluation System*:

Level I: Candidate Weekly, Biweekly, and Quarterly Support and Evaluation

Components of the system include course grades, informal and formal observations by you and their STE, quarterly evaluations by the same, and completion of the teaching performance assessment ([edTPA](#)). All evaluations and the *edTPA* are based on the [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)), criteria that are used by the CTC to measure the candidate's preparation to teach. The candidate must pass the *edTPA* to be awarded a preliminary credential by the CTC.

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

Level II: Candidate Conferences

If a candidate is not performing as expected based on the [Teaching Performance Expectations](#) (TPEs; including the [new TPE 7](#)) or the [Education Specialist TPEs](#) (including the new [Education Specialist TPE 7](#)) and [Bilingual Teaching Performance Expectations](#) (BTPEs; for those seeking a BILA), either in coursework, class participation, fieldwork (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional conduct, their STE will meet with the candidate to highlight their strengths and to address areas for growth. The meeting's content will be documented on the *Level II Initial Conference Record*. A follow-up conference to review the candidate's progress on the goals established in this Level II meeting will be scheduled and documented on the *Level II Follow Up Conference Record*.

Level III: Candidate Probation

Academic Probation

- A candidate will be placed on academic probation:
 - When their cumulative grade point average falls below a 3.0, or
 - If they are in danger of failing to satisfactorily pass one or more of their courses.
- The candidate and their STE will be notified by the Assistant Director of Teacher Education should they 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 their STE and the TEP Assistant Director to plan the steps, which are outlined on the *Performance Evaluation-Probationary Status* form, that the candidate will need to accomplish to be taken off academic probation. Both the candidate and their STE must sign and date the form; the form is then placed in the

candidate's TEP file.

- A candidate may be dismissed from the TEP credential program for failure to meet the stipulations in the probation plan within the time frame determined by their STE, TEP faculty, or staff.

Teaching Probation

- A candidate will be placed on teaching probation by their STE or the TEP Program Coordinator for their credential area (Multiple Subject, Single Subject, or Education Specialist) if they fail to demonstrate minimal proficiency in teaching as evaluated by you and/or their STE, or if they engage in unprofessional conduct as defined in the *Student Responsibilities* document and the *Student Teacher Handbook*.
 - A candidate will be judged to be below minimum standards when lesson observations, conferences, and the quarterly evaluation report indicate less than minimal proficiency in teaching or show a lack of progress from one quarter to the next in developing their proficiency in teaching.
- The candidate will be notified by their STE in writing that they are on probationary status and a written plan will be developed by the STE and the candidate clearly stating the steps necessary for them to move from probationary to non-probationary status. Both the STE and the candidate must sign and date the plan; the plan is placed in a probation folder in the TEP office. If the candidate is on teaching probation, they will be given a specific amount of time as indicated in the plan to fulfill the steps outlined in the plan.
 - Evidence of improved proficiency in teaching will be provided by quarterly evaluations and satisfactory lesson observation reports from you and their STE.
- When improvement is shown and their STE, in consultation with the district supervisor (if applicable [intern teachers]), TEP staff, and the candidate, agrees that the criteria for moving from probationary to non-probationary status are met, the candidate will be removed from probationary status effective at the end of the determined period on the plan.
 - The candidate and the Director of Teacher Education will be notified in writing by their STE that they are no longer on probation.

Level IV: Candidate Dismissal

If insufficient improvement is shown during the probationary period identified in the plan, the STE may recommend the candidate's dismissal from the credential program to the Assistant Director or Director of Teacher Education. The TEP Assistant Director and/or the Director may also recommend the candidate's dismissal from the program. The Director or Assistant Director will meet with the candidate to discuss their status determination.

A. *Appeal Process*

1. The candidate may appeal their dismissal in writing to the Director of Teacher

Education. The Director may:

- i. Dismiss the candidate or
 - ii. Grant them a return to probationary status. The candidate will be notified in writing of the TEP Director's decision.
2. The candidate may appeal the TEP Director's decision to the *Teacher Education Committee*. If their appeal is not granted by the *Teacher Education Committee*, then they can appeal to the *Executive Committee*. If their appeal is not granted by the *Executive Committee*, then they can appeal to the Dean of the *School of Education* (SOE).
 3. The candidate may also seek advice and intervention from the [Office of the Ombuds](#).
- B. *General Notes on Continuing in the TEP*
1. The candidate may not continue in the TEP with an unsatisfactory or incomplete grade in any of the 200- or 300-numbered courses required for your credential.
 2. **The TEP Director may dismiss the candidate from the program at any time for any serious breach in ethics or professional behavior that is harmful to them, K- 12 pupils, or others.**

Failure to Meet Academic and Professional Standards and Requirements

In accordance with CTC, should a candidate fail to meet CTC, UCR, SOE, or TEP academic and professional standards and requirements for satisfactory progress toward degree (including failing any of the fieldwork/student teaching courses), the candidate may be unable to continue in the credential or M.Ed. program.

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; and
- The candidate may be recommended for academic disqualification.

If the 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](#). See the *Academic and Social Misconduct* sections in this handbook for further information.

Process for Resolution of Candidate Questions and Concerns

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

- **First, speak with the faculty member responsible for the course; faculty members include their STE.**
- **Second,** if the candidate does not feel the question has been answered or the concern resolved, they make 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, they make an individual appointment with the TEP Assistant Director.
- **Fourth**, if the candidate does not feel that the question has been answered or the concern resolved, they may make an individual appointment with the TEP Assistant Dean and Director.
- **Fifth**, if the candidate does not feel that the question has been answered or the concern resolved, they may make an individual appointment with the SOE Dean.
- **Sixth**, if the candidate does not feel that the question has been answered or the concern resolved, they may make an individual appointment with the [Office of the Ombuds](#).

This process is put in place to ensure that candidates are supported. Please note that candidates may, at any time, consult with TEP staff, their STE, or faculty, as well as the [Office of the Ombuds](#).

PREPARING TO GRADUATE

Individual Development Plan

The *Commission on Teacher Credentialing* (CTC) requires candidates to complete an *Individual Development Plan* (IDP) before exiting their credential program. Based on evidence gathered during their fieldwork and student teaching placement, and in collaboration with you and their Supervisor of Teacher Education (STE), each candidate will identify areas of strength and areas for growth and further professional development. The IDP is intended to serve as a resource as the candidate moves into their role as a professional educator and begins their induction program. Each candidate is to take their IDP with them to their teacher induction program to inform the creation of their *Individual Learning Plan* (ILP) which, in turn, will guide their induction experience. The IDP will be collaboratively created by you, the candidate, and their DCT at the end of the spring quarter and then submitted to the TEP Assistant Director responsible for certification and accreditation.

TEACHER EDUCATION PROGRAM POLICIES AND PROCEDURES

Attendance Policy

Attendance at all *Teacher Education Program* (TEP)-related courses, seminars, orientations, and events is required of all candidates. This includes professional development workshops sponsored by the TEP. Methods courses and fieldwork/student teaching 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 and student teaching that will require candidates’ active participation to assure their optimal learning and the development of

knowledge and skills necessary for success in their credential program and in their teaching career. UCR *Supervisors of Teacher Education* (STEs), *School of Education* (SOE) faculty, and school district administrators expect that candidates will arrive on time for all meetings, course sessions, and for their student teaching assignment at their school site.

SOE Course Attendance Policy

The SOE takes seriously candidates' need to attend and participate in classes. Class absences and lack of participation undermine the learning process. If a candidate misses more than 20% of the course meetings, they are strongly encouraged to withdraw from the course. Instructors may also fail them, except in the case of documented serious illness or immediate family emergency. Missing portions of classes or persistent late arrivals or early departure can count toward "more than 20%" of class time. Candidates are advised to keep their instructors informed of any issues they may experience in a given quarter.

Substitute Teaching

Candidates are encouraged to obtain a substitute teaching permit while they are in the credential program for the school district in which they are placed for their student teaching. They may substitute for you, their District Cooperating Teacher (DCT), **if the date of the substitute assignment does not conflict with their fieldwork/student teaching hours, UCR courses or workshops, or meetings sponsored by the TEP.** *Please note: Up to 100 hours of substitute teaching may be counted toward their quarterly fieldwork/ student teaching hours on Watermark.* A candidate cannot substitute for another teacher on their assigned fieldwork/student teaching day (they must consult first with their STE before agreeing to substitute for you on their assigned fieldwork/student teaching day). They must be in good standing and have approval from their STE to do so.

At their STE's discretion, a candidate 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 coursework.

UCR RESOURCES

Academic Resource Center

The [*Academic Resource Center*](#) (ARC) offers a wide variety of programs and services to support candidates in being successful at UC Riverside. Programs include:

- Tutoring
- Supplemental Instruction
- Writing support and
- Early Assist, to get ahead in their classes.

If they're interested in personal growth and development, our *Assistance, Coaching, and Encouragement* (ACE) peer mentoring program and *R'Success Workshops* will help them develop skills that will allow them to be successful at UCR and beyond.

If a candidate wants information about preparing for graduate school, the ARC also has resources to support them in that. There is something for every student, at every stage of the journey, at the Academic Resource Center.

Location: 380 Skye Hall

Phone: (951) 827-3721

Basic Needs Department

At the UCR [Basic Needs Department](#), our mission is to cultivate a campus environment where every student's essential needs are met, enabling them to thrive academically, personally, and socially. Through population, advocacy, and support, we aim to alleviate housing insecurity, enhance knowledge and access to resources promoting dignified, holistic well-being for all members of the UCR community.

Location: 110 Costo Hall

Phone: 951-827-Food (3663)

Email Address: basicneeds@ucr.edu

Campus Advocacy, Resources, and Education

[CARE \(Campus Advocacy, Resources & Education\)](#) is an intervention and prevention support program committed to ending sexual violence at UC Riverside. We seek to unite, inspire, and cultivate a community culture of care by providing direct advocacy, resources and prevention educational programming related to issues of sexual assault, relationship violence and stalking to students, staff, faculty and UCR affiliates.

Location: HUB 377

Phone: 951-827-6225

Email: advocate@ucr.edu

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 operating hours.

LGBT and Allies 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

Office of Foster Youth Services

UC Riverside's [Office of Foster Youth Services](#) (FYSS) is committed to supporting students who are transitioning from the foster care system to adulthood in their pursuit of higher education. We offer a wide range of resources, including academic support, enrichment activities, housing assistance, mentoring, student programming, mental and physical health services, financial aid guidance, and more. Our goal is to empower students to reach their full potential and achieve success.

Location: 3637 Canyon Crest Dr. #K101

Phone: (951) 827-6545

Social media: @ucrfosteryouth

Email: fosteryouth@ucr.edu

Office of the Ombuds

The [Ombuds Office](#) provides a variety of services (for [individuals](#), [groups](#), and [administrators](#)) to members of the UCR community. These include: [confidential individual consultations](#), [facilitation](#), [educational workshops](#) & [resources](#), [conflict climate assessment](#), and [systemic feedback](#). Generally, a [confidential individual consultation](#) is the first step of any process in order to assess which service best matches the circumstances. For more information, please [contact us](#) or [schedule an individual consultation](#).

Student Health Services

The mission of the [Student Health Services](#) (SHS) is to promote academic excellence, enrich the student experience, and support retention by providing high-quality, accessible, and comprehensive medical care to students with a focus on multidisciplinary services, health

education, and prevention.

Location: 388 W. Linden St. Riverside, CA 92521

Phone: (951) 827-3031

Email: health@ucr.edu

Students in Distress

The [*UCR Counseling and Psychological Services*](#) (CAPS) office offers a variety of counseling and specialized professional services both virtually and in-person, to assist you in your career, personal, and social development. These services include:

- Individual and group counseling.
- Workshops on suicide awareness, working with distressed students, stress management strategies, gender issues, diversity awareness, and goal setting.
- Psychological assessment.

If additional psychiatric evaluation is warranted, CAPS will refer you to Student Health Services and/or one or more local psychiatrists who normally take Graduate Student Health Insurance Plan (GSHIP) AND are not faculty members appointed in the UCR School of Medicine. The CAPS is in the Health Services Building and is open from 8 a.m. to 5 p.m., with in-person and virtual walk-ins between 8:30 and 4:30 pm. For more information, call (951) 827-5531.

Crisis consultations with licensed mental health providers are available 24/7 by calling CAPS main line, (951) 827-5531, and selecting Option 1.

For after-hours emergencies (imminent risk of harm to self or others), call 911.

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.

CAPS Cares has also compiled a list of resources to support students in crisis, specialty care, looking for self-help, and making connections. Please visit the link [here](#) for more information.

Students with Disabilities

If a candidate has a disability, or believe they may have a disability, they can arrange for accommodations by contacting the [*Student Disability Resource Center*](#) at 951-827-3861 (voice) or sdrc@ucr.edu. They may also follow the steps below. If they need academic accommodations, candidates are required to register with SDRC and provide the required disability-related documentation as soon as they begin the *Teacher Education Program* (TEP).

All questions about disability services and accommodations should be directed to the Associate Director of the *Student Disability Resource Center*, Dr. Maria Keller, maria.keller@ucr.edu, for a

confidential conversation about the accommodations process. The nature of their disability and conversations will be kept private and will not be shared with the *School of Medicine*. Once accommodations are approved, Dr. Keller will coordinate services with the instructors, Supervisors of Teacher Education (STEs), and TEP staff.

In order to be considered for accommodations, candidates must do the following as early as possible:

- Contact Dr. Maria Keller, maria.keller@ucr.edu, for a private conversation about the process.
- Complete an online pre-registration at <https://rability.ucr.edu>.
- Provide disability documentation (not required for an initial conversation).
<https://sdrc.ucr.edu/disability-documentation>.
- They may also contact TEP staff for information on the necessary steps. If they have approved accommodation(s), candidates are advised to notify their instructors privately.
- Please visit SDRC at <https://sdrc.ucr.edu/students-disabilities> for further information.

Transportation Services

For question regarding parking permits and transportation, please contact [UCR Transportation Services](#).

Undocumented Student Programs

The [UCR Undocumented Student Programs](#) (USP) supports undocumented students and immigration-impacted students to succeed in higher education and prepare for post-graduation. The USP welcomes all Dreamers, those students who are from mixed-status families and who are undocu allies! No matter your immigration status or cultural background, you have equal opportunity at UCR. You will have access to student success resources and will receive a quality education in a safe and friendly environment.

Location: 224 Costo Hall

Phone:(951) 827-2193

Email: usp@ucr.edu

Veterans' Services

UC Riverside Is for Veterans. UCR's diverse campus will welcome you. Our community of over 800 veteran and military-connected students will support candidates who are veterans, and our knowledge of state and federal resources will assist them. We are here for our veterans — from application through graduation. The ranking is a *Military Friendly Schools* designation. Please visit <https://veterans.ucr.edu/> for more information.

OUTSIDE CAMPUS RESOURCES

211 Riverside County – Information and Referral

[2-1-1](#) helps connect people with important community resources in Riverside County. [2-1-1](#) also

provides callers with information and referrals to health and human services for everyday needs and in times of crisis. Example: food, clothing, shelter, physical/mental resources, drug/alcohol intervention, employment support, legal help, and prospective services.

TEP highly encourages all candidates to familiarize themselves with the website of the district where they are completing their student teaching hours. This will ensure candidates have information on safety and resources offered by their particular district.

The *Student Teacher Handbook* provides information about the UCR Teacher Education Program curriculum and policies that all candidates must adhere to as a matriculated student. Candidates are accountable for all information contained in the handbook and should take time to familiarize themselves with the content.

SAVE THE DATES (Subject to Change)

Fall Quarter

Alumni Mentor Network Series (must attend 2)

Date: Friday, September 20, 2024

Time: 4:30pm-6:30pm

Location: Alumni Visitors Center

Parking TBD

edTPA Task 4 (Multiple Subject only)

Date: Friday, October 4, 2024

Time: 10am-12pm

Location: Student Success Center Multi-Purpose Room

Parking: Park in your permitted parking lot

NGSS Workshop 1 (Single Subject Science only)

Date: Friday, October 4, 2024

Time: 9-11 am

Location: Online

NGSS Workshop 1 (Multiple Subject only)

Date: Friday, October 11, 2024

Time: 9-11 am

Location: Online

NGSS Workshop 2 (Single Subject Science only)

Date: Friday, October 18, 2024

Time: 9-11 am

Location: Online

Restorative Justice Event: Reframing School Discipline Event (mandatory)

Date: Friday, October 25, 2024

Time: TBD

Location: Alumni Visitor's Center

Parking TBD

edTPA Task 1

Date: Friday, November 1, 2024

Time: 10am-12pm

Location: Location: Student Success Center Multi-Purpose Room

Parking: Park in your permitted parking lot

NGSS Workshop 2 (Multiple Subject only)

Date: Friday, November 15, 2024

Time: 9-11 am

Location: Online

NGSS Workshop 3 (Single Subject Science only)

Friday, November 22, 2024

Time: 9am-11am

Location: Online

edTPA Task 2

Date: Friday, December 6, 2024

Time: 10am-12pm

Location: Student Success Center Multi-Purpose Room

Parking: Park in your permitted parking lot

Student Winter Break

Dec. 14, 2024 - Jan. 2, 2025

Winter Quarter

edTPA Task 3

Date: Friday, January 10, 2025

Time: 10am-12pm

Location: Alumni Visitor's Center

Parking: TBD

Résumé Critique Workshop

Date: Friday, February 7, 2025

Time: TBD

Location: TBD

MOCK Interview Event (mandatory)

Friday, February 14, 2025

Time: TBD

Location: Alumni Visitor's Center

Parking: TBD

NGSS Workshop 3 (Multiple Subject only)

Friday, January 17, 2025

Time: 9am-11am

Location: Online

Wrap-Up and Writing edTPA Workshop

Date: Friday, February 21, 2025

Time: 10am-12pm

Location: Student Success Center Multi-Purpose Room

Parking: Park in your permitted parking lot

Job Fair - Career Center

Friday, February 21, 2025

Location: HUB 302

Time: 3pm-6pm

NGSS Workshop 4 (Multiple Subject only)

Friday, February 28, 2025

Time: 9am-11am

Location: Online

Student Spring Break

March 24-28, 2025

Spring Quarter**NGSS Workshop 5 (Multiple Subject only)**

Friday, April 4, 2025

Time: 9am-11am

Location: Online

Alumni Mentor Network Series (must attend 2)

Friday, April 18, 2025

Time: 4:30pm-6:30pm

Location: Alumni Visitor's Center

Parking TBD

Restorative Justice Workshop

Date:

Time:

Location: TBD