

Initial Program Approval for New Program Sponsors August 2018

Overview

This report consists of a recommendation made for the initial approval of a professional preparation program for an institution that has recently received approval as a new program sponsor. University of California Merced (UCM) has received provisional approval by the Commission as a new program sponsor in California. (See [item 3B - April 2018 Commission meeting](#)) and now seeks approval from the Committee on Accreditation to offer its first educator preparation program, the Preliminary Multiple Subject/Single Subject credential program.

Staff Recommendation

Staff recommends that the Committee on Accreditation grant initial accreditation for UC Merced's Preliminary Multiple Subject/Single Subject credential program.

Background

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.



I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

University of California Merced

UC Merced completed the first three stages of the Initial Institutional Approval process as follows:

Stage I: Prerequisites 1 and 2	April 2017
Stage II: Eligibility Requirements	December 2017
Stage III: Common Standards and Preconditions	April 2018 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

UCM's responses to the Preliminary Multiple Subject/Single Subject program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and provided UCM with a Report of Findings and UCM revised and resubmitted the responses. Below is a summary of UCM's Multiple Subject/Single Subject program. The reviewers Report of Findings is provided in [Appendix A](#) and the complete submission of responses is included in [Appendix B](#) of this item.

University of California Merced's Preliminary Multiple Subject/Single Subject Credential Program Design

Theoretical foundation

The UC Merced Teacher Preparation Program has clinical practice integrated into all of its coursework with the intention of developing culturally responsive educators to serve the San Joaquin Valley of Central California which is a diverse TK-12 learning community. Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies including developmentally appropriate strategies for supporting English language learners and students with disabilities. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse.

Program Design

Courses are offered on weekday evenings, allowing candidates to work, substitute teach and complete clinical practice. The program can be completed in 9-12 months (2-3 terms) if enrolled fulltime. Candidates are admitted in fall, spring and summer. The Multiple Subject Preliminary Credential requires a minimum of 41 units. The Single Subject Preliminary Credential requires a minimum of 36 units. Key elements within the curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and developing expertise of the range of

positive behavioral supports for students. The program will adhere to the newly designed CalTPAs and will include multiple assessments to provide formative information to candidates regarding their progress towards their credential.

Assessment

The program begins with a teacher candidate orientation. This provides candidates the opportunity to meet their supervisors, instructors, program director and support staff (including the credential analyst) as they review the Teacher Preparation Program (TPP) Policies and Resources Handbook, the Clinical Practice Handbook and are introduced to the CalTPAs. The program's coursework and clinical practice are intentionally designed to provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) and to practice and complete the CalTPAs.

The program learning outcomes and candidate assessments were designed around the six TPEs and their subcomponents. The rubrics used for the CalTPAs are integrated into each course, as the assignments in each course are aligned with the TPEs and provide opportunity to practice the CalTPAs - Instructional Cycle 1 during the first term and Instructional Cycle 2 during the second term. UC Merced is on the semester system. As such the CalTPA tests have been planned to allow for additional support should a candidate not pass. For example, in Fall, candidates will take CalTPA Instructional Cycle 1 by late October. This allows for remediation, if needed, as scores will be received by mid-November. For Spring, these same candidates will be completing their final student teaching and will take CalTPA Instructional Cycle 2 by mid-March. This allows for remediation as scores will be received by mid-April. As candidates progress through the program pedagogical assignments are increasingly complex and challenging, always intending to address the TPEs as they apply to the subjects authorized by the credential being sought. Furthermore, each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs, the RICA, and CSETs (if applicable). Candidates will maintain a portfolio which will include their TPP course of study, clinical placements, evidence of all program requirements, and Induction Individual Development Plan (IDP).

Support and Resources:

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidate pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidate progress toward mastery of the TPEs. For example, candidates receive regular advising from multiple sources including but not limited to:

- Course Instructors (e.g., **course** grades, portfolio, CalTPA and RICA preparation)
- University Mentors (e.g., observations, meetings*, and evaluations of clinical practice)
- Cooperating Teachers (e.g., observations, meetings*, and evaluations of clinical practice)
- Credential Analyst (e.g., progression through program and related requirements)
- TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)

*University Mentors and Cooperating Teachers meet regularly with Teacher Candidates (a minimum of 6 times per term).

The program will also include two faculty who have been trained as assessors for the CalTPA, one in the first instructional cycle and the other in the second instructional cycle. These individuals will be responsible, along with the credential analyst, for providing candidates with appropriate information and guidance on completing both CalTPA instructional cycles, including information on additional resources should remediation be necessary. The two faculty assessors will be responsible for ensuring that all program instructors and candidate supervisors are knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program.

Appendix A
Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback

Preliminary Multiple Subject and Single Subject Credential Program Standards

Institution	UC Merced
Date of initial review	June 2018
Subsequent dates of review	July 2018

Status	Standard
Aligned	1: Program Design and Curriculum
Aligned	2: Preparing Candidates to Master the <i>Teaching Performance Expectations</i> (TPE)
Aligned	3a: Clinical Practice Organization of Clinical Practice Experiences
Aligned	3b: Criteria for School Placements
More Information Needed Aligned	3c: Criteria for the Selection of Program Supervisors Questions, Comments, Additional Information Needed: The narrative indicates that University Mentors will receive a minimum of ten hours of professional development prior to assuming their roles—it was unclear what that professional development would entail.
More Information Needed Aligned	3d: Criteria for the Selection of District-Employed Supervisors Questions, Comments, Additional Information Needed: The narrative indicates that district-employed supervisors will receive a minimum of ten hours of professional development prior to assuming their roles—it was unclear what that professional development would entail.
Aligned	4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
Aligned	5: Implementation of a Teaching Performance Assessment

Status	Standard
<p>More Information Needed</p> <p>Aligned</p>	<p>5a: Administration of the Teaching Performance Assessment (TPA)</p> <p>Questions, Comments, Additional Information Needed: What are the processes the program will use to implement the administration of the TPA?</p>
<p>More Information Needed</p> <p>Aligned</p>	<p>5b: Candidate Preparation and Support</p> <p>Questions, Comments, Additional Information Needed: What are the processes the program will use to provide candidate preparation and support?</p>
<p>Aligned</p>	<p>5c: Assessor Qualifications, Training, and Scoring Reliability</p>
<p>More Information Needed</p> <p>Aligned</p>	<p>6: Induction Individual Development Plan</p> <p>Questions, Comments, Additional Information Needed: How or by what process will the program implement candidate development of the IDP?</p>



Narrative Response to Preliminary Multiple Subject and Single Subject Credential Program Standards

I, the undersigned Vice Chancellor of Student Affairs for the University of California, Merced, which sponsors the Teacher Preparation Program through Extension, submit this letter of verification as evidence that the university will adhere to the following requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved Teacher Preparation Program.

Standard 1: Program Design and Curriculum

The program is designed on the basis of a clearly articulated theory of teaching and learning that is research and evidence based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all California public school students, key elements within program curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. The program also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Culturally responsive instruction is a centerpiece of the proposed UC Merced Teacher Preparation Program, which seeks to serve the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community (Gay, 2010). The program fully integrates content areas rather than teaching these in isolation (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Tomlinson & McTighe, 2006). Integrated content is designed to accommodate the California Common Core State Standards (CCSS) for Mathematics and English Language Arts and Literacy in History/Social Science, Science, and Technical Subjects and the Next Generation Science Standards (NGSS), to provide the San Joaquin Valley of California with well-prepared educators for grades TK-12. The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Saphier, Haley-Speca, & Gower, 2008). Candidates will learn to teach from school placements in this context, which includes a significant number of English language learners. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse. Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for

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supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014).

The UC Merced Teacher Preparation Program has clinical practice integrated into all of its coursework, which is intentionally integrated (cross-curricular) to develop culturally responsive educators. Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014).

Key elements within the program curriculum include typical and atypical child and adolescent growth and development (EDUC X401); human learning theory (EDUC X401); social, cultural, philosophical and historical foundations of education (EDUC X301); subject-specific pedagogy (EDUC X408, 409, 410, 424, 425, 426); designing and implementing curriculum and assessments (EDUC X312); understanding and analyzing student achievement outcomes to improve instruction (EDUC X311 and 312); understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status (EDUC X401 and 301); and knowledge of the range of positive behavioral supports for students (EDUC X301, 302, 311, 312).

Please see the attached TPP Plan of Study.

The program will adhere to the new CalTPAs and multiple assessments to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments become increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidate pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidate progress toward mastering the TPEs. The full set of TPEs can be found in this document after Standard 6.

Please see the attached TPE Matrices: Preliminary General Education (Multiple Subject) Program Standards Course Matrix and Preliminary Single Subject Program Standards Course Matrix.

These identify when the program/candidate: Introduces (I), Practices (P), and Assesses (A) each competency.

The program coursework and clinical practice are designed to provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) and to practice and complete their CalTPAs. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging, always intending to address the TPEs as they apply to the subjects authorized by the credential being sought. Furthermore, each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidate pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. For example, candidates receive regular advising from multiple sources, including, but not limited to:

- *Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)*
- *University Mentors (e.g., observations, meetings, and evaluations)*
- *Cooperating Teachers (e.g., observations, meetings, and evaluations)*
- *Credential Analyst (e.g., progression through program and related requirements)*
- *TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)*

Candidates will maintain a portfolio, which will include evidence of all program requirements, as an additional method to monitor their progress and inform advising sessions the candidate

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receives. Additionally, the Credential Analyst will communicate with each candidate at the beginning of (and throughout) the program, such that the candidates have a defined person to contact with any questions.

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

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

Along with supervised early fieldwork experiences (see TPP Field Experience Verification Form, candidates participate in three fieldwork courses. Please see TPP Curriculum Map and TPP Required Courses and Units documents, which outline the scope and sequence of the program. Candidates participate in three clinical practice courses (syllabi attached):

EDUC X303: Clinical Practice 1 – Initial Student Teaching (4 units)

EDUC X303: Clinical Practice 1 is a developmental sequential set of activities that afford the candidate the opportunity to integrate and apply theoretical and pedagogical coursework and reflect on the Teaching Performance Expectations (TPEs). The candidate is supervised by district employees and individuals in the teacher preparation program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X301.

EDUC X304: Clinical Practice 2 - Final Student Teaching (5 units)

EDUC X304, Clinical Practice 2, is a developmental sequential set of activities that afford the candidate the opportunity to integrate and apply theoretical and pedagogical coursework and reflect on the Teaching Performance Expectations (TPEs). The candidate is supervised by district employees and individuals in the Teacher Preparation Program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X302.

EDUC X305: Clinical Practice 3 - Solo or Co-Teaching (4 units)

EDUC X305, Clinical Practice 3, is the final set of activities where the candidate integrates and applies theoretical and pedagogical coursework and reflects on the Teaching Performance Expectations (TPEs) as the Solo or Co-Teacher. The candidate is supervised by district employees and individuals in the teacher preparation program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X302.

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

UC Merced is not currently seeking to offer a dual credential program, but will address this in the future should the university apply.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

Our program intends to place candidates in public school settings. However, should the need arise for a candidate to document hours of clinical practice in a private school, the university ensures that the candidate will complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. These are requirements of our clinical practice courses.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

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

Clinical practice course syllabi include these specifications, as does the Clinical Practice Handbook.

The UC Merced Teacher Preparation Program ensures that all proposed programs will effectively implement and evaluate fieldwork and clinical practice, beginning with Along the candidate's initial advising and education plan. Throughout the program, the candidate's portfolio serves as a living document of progress. Candidates will also meet regularly with their Cooperating Teacher and University Mentor for continuous evaluation and improvement of the candidate, the placement, and the program.

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B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

The UC Merced Teacher Preparation Program has clinical practice integrated into all of its coursework, which is intentionally integrated (cross-curricular) to develop culturally responsive educators. Thus, culturally responsive instruction is a centerpiece for the proposed UC Merced Teacher Preparation Program, which seeks to serve the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community (Gay, 2010). The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Saphier, Haley-Speca, & Gower, 2008; Tomlinson & McTighe, 2006). Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014). The UC Merced Teacher Preparation Program ensures that all proposed programs will have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's students and the opportunity to work with the range of students identified in the program standards. Candidates will be placed in public school districts in the San Joaquin Valley, an ethnically and economically diverse context with a significant number of English language learners, and students with physical and learning disabilities.

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C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

In April 2017 the Commission, in consultation with Teri Clark and Cheryl Hickey, revised selection criteria for program and district-employed supervisors. Accordingly, the proposed Teacher Preparation Program will work with the Program Supervisors and District-Employed Supervisors in tandem and apply the following selection criteria:

Program Supervisors. The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content specific pedagogy and instructional practices.

District-Employed Supervisors. The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program. The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Training and professional development will be consolidated for both Program Supervisors and District-Employed Supervisors, to maintain continuity with practicum standards and encourage collaboration supportive of exemplary candidate preparation. Ten hours of professional development will be specified for both Program Supervisors and District-Employed Supervisors

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prior to working with candidates. Professional development will leverage two texts which are central to the task of supervision and evaluation.

The first text is a required selection for EDUC X301: Foundations of Education in the proposed Teacher Preparation Program:

Saphier, J., Haley-Speca, M., & Gower, R. (2017). The skillful teacher: The comprehensive resource for improving teaching and learning (7th edition). Acton, MA: Research for Better Teaching.

The shared use of a relevant and current textbook on effective instruction between students and practicum supervisors will ensure continuity with program standards and provide key discussion points for mentoring encounters. EDUC X301 students will be encouraged in class to discuss points from parts III (Introduction to Instruction) and IV (Introduction to Motivation) with supervisors.

The second text will be used by prospective supervisors only:

Aseltine, J., Faryniarz, J., & Rigazio-DiGilio, A. (2006). Supervision for learning: A performance-based approach to teacher development and school improvement. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Prospective supervisors will have opportunity to interact with the texts and each other through a purpose-built online course shell in Canvas and facilitated by the Director of the Teacher Preparation Program. This course shell will also provide on-going dialogue throughout the term and serve as the platform for all evaluations related to Clinical Practice. Program Supervisors, District-Employed Supervisors, and Instructors will participate in a face-to-face orientation at the beginning of each term (Faculty and Supervisor Orientation).

The UC Merced Teacher Preparation Program will ensure that candidates are matched with Program Supervisors (University Mentors) that are certified and experienced in teaching the specified content or performing the services authorized by the credential. Program Supervisors (University Mentors) will receive a minimum of tens hours of professional development prior to assuming their roles. The criteria for selecting Program Supervisors (University Mentors) include, but are not limited to:

- *Valid California Clear teaching credential with an English Learner authorization or CLAD*
- *Minimum of 3+ years of successful classroom teaching experience*
- *Knowledgeable in support strategies for English learners and students with learning needs and demonstrates these effective strategies within their own classrooms*
- *Knowledgeable in California Teaching Performance Expectations (TPEs) and California Teaching Performance Assessments (CalTPAs)*
- *Knowledgeable in current educational theory and practice*
- *Pedagogical expertise, strong content knowledge, and positive communication skills*

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- *Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community*
- *Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments*
- *University Mentors are selected for their ability, commitment and dedication to communicate effectively; model effective instruction; collaborate with colleagues at the school, district, community and university level; and design and deliver curriculum using the state-adopted academic content standards.*

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D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

In April 2017 the Commission, in consultation with Teri Clark and Cheryl Hickey, revised selection criteria for program and district-employed supervisors. Accordingly, the proposed Teacher Preparation Program will work with the Program Supervisors and District-Employed Supervisors in tandem and apply the following selection criteria:

Program Supervisors. The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content specific pedagogy and instructional practices.

District-Employed Supervisors. The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program. The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Training and professional development will be consolidated for both Program Supervisors and District-Employed Supervisors, to maintain continuity with practicum standards and encourage

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collaboration supportive of exemplary candidate preparation. Ten hours of professional development will be specified for both Program Supervisors and District-Employed Supervisors prior to working with candidates. Professional development will leverage two texts which are central to the task of supervision and evaluation.

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Aseltine, J., Faryniarz, J., & Rigazio-DiGilio, A. (2006). Supervision for learning: A performance-based approach to teacher development and school improvement. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Prospective supervisors will have opportunity to interact with the texts and each other through a purpose-built online course shell in Canvas and facilitated by the Director of the Teacher Preparation Program. This course shell will also provide on-going dialogue throughout the term and serve as the platform for all evaluations related to Clinical Practice. Program Supervisors, District-Employed Supervisors, and Instructors will participate in a face-to-face orientation at the beginning of each term (Faculty and Supervisor Orientation).

The UC Merced Teacher Preparation Program will ensure that candidates are placed with District-Employed Supervisors (Cooperating Teachers) that are certified and experienced in teaching the specified content or performing the services authorized by the credential. District-Employed Supervisors (Cooperating Teachers) will receive a minimum of tens hours of professional development prior to assuming their roles. The criteria for selecting District-Employed Supervisors include, but are not limited to:

- *Valid California Clear teaching credential with an English Learner authorization or CLAD*
- *Minimum of 3+ years of successful classroom teaching experience*
- *Knowledgeable in support strategies for English learners and students with learning needs and demonstrates these effective strategies within their own classrooms*
- *Knowledgeable in California Teaching Performance Expectations (TPEs)*
- *Knowledgeable in current educational theory and practice*

Standard 3: Clinical Practice

- *Pedagogical expertise, strong content knowledge, and positive communication skills*
- *Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community*
- *Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments*
- *Cooperating teachers are selected for their ability, commitment and dedication to communicate effectively; model effective instruction; collaborate with colleagues at the school, district, community and university level; and design and deliver curriculum using the state-adopted academic content standards.*

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

The program's coursework and clinical are intentionally designed to provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) and to practice and complete their CalTPAs. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging, always intending to address the TPEs as they apply to the subjects authorized by the credential being sought. Furthermore, each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. For example, candidates receive regular advising from multiple sources, including, but not limited to:

- *Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)*
- *University Mentors (e.g., observations, meetings, and evaluations)*
- *Cooperating Teachers (e.g., observations, meetings, and evaluations)*
- *Credential Analyst (e.g., progression through program and related requirements)*
- *TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)*

Candidates will maintain a portfolio, which will include evidence of all program requirements, as an additional method to monitor their progress and inform advising sessions the candidate receives.

Additionally, the Credential Analyst will communicate with each candidate at the beginning of (and throughout) the program, such that the candidates have a defined person to contact with any questions.

Standard 5: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

The proposed program will include two faculty that have been trained as assessors for the CalTPA. One will be trained in the first instructional cycle and the other will be trained in the second instructional cycle. These individuals will be responsible, along with the Credential Analyst, for providing candidates with appropriate information and guidance on completing both CalTPA instructional cycles, including information on additional resources should remediation be necessary. The two faculty assessors will be responsible for ensuring that all program instructors and candidate supervisors are knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

*The newly re-designed CalTPA will begin Fall of 2018 and is administered exclusively by Pearson. All candidates will be directed to the CalTPA registration website, which includes (a) overview of resources needed for the test, (b) participation policies, and (c) steps required for registration. As the CalTPA is not yet open for registration, please see the informational website:
http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html.*

Unlike previous models, the new CalTPA functions much like students taking the CSET or RICA. There will be no "in house" model.

UC Merced is on the semester system. As such the CalTPA tests have been planned to allow for additional support should a candidate not pass. For Fall, 2018, candidates in the proposed program will take CalTPA Instructional Cycle 1 by October 25, 2018. This allows for remediation, if needed, as scores will be received by November 15, 2018. For Spring 2019, candidates in the proposed program will take CalTPA Instructional Cycle 2 by March 21, 2019. This allows for remediation, as scores will be received by April 11, 2019.

The proposed program will include two faculty that have been trained as assessors for the CalTPA. One will be trained in the first instructional cycle and the other will be trained in the second instructional cycle. These individuals will be responsible, along with the Credential Analyst, for providing candidates with appropriate information and guidance on completing both CalTPA instructional cycles, including information on additional resources should remediation be necessary. The two faculty assessors will be responsible for ensuring that all program instructors and candidate supervisors are knowledgeable about the CalTPA tasks, rubrics, and scoring, as well as how each course integrates the CalTPA so that they can appropriately prepare candidates for the assessment and also use CalTPA data for program improvement purposes.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

The University of California, Merced Photo/Video/Audio Recording Release is used in any instance where individuals, including K-12 students, will be photographed or video-recorded. These release forms are signed by the parent/guardian and stored in candidates' program files, which are kept in a locked file cabinet within the locked office of the Credential Analyst. Files are kept for at least 1 full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

N/A

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

All program and candidate level CalTPA data are kept digitally on the University of California, Merced, secure network server. These data are used to inform program assessment, review, and improvement. The Credential Analyst is responsible for reporting all required data to the Commission on Teacher Credentialing.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

Each program course provides candidate support for either CalTPA Instructional Cycle 1 (first term) or Instructional Cycle 2 (second term). As the CalTPA is newly re-designed, the proposed program will abide by all guidance, which can be found on the website:

http://www.ctcpa.nesinc.com/PageView.aspx?f=GEN_Faculty_CalTPA.html

This includes: required forms of support for candidates completing the CalTPA; acceptable, but not required forms of support for candidates completing the CalTPA; unacceptable forms of support for candidates completing the CalTPA; and Faculty Guidelines for Confidentiality of Video Recordings, among other resources.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

N/A

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

N/A - Unlike previous models, the new CalTPA functions much like students taking the CSET or RICA. There will be no "in house" model, nor "in house" appeals process. Candidates must appeal to Pearson.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

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N/A - Unlike previous models, the new CalTPA functions much like students taking the CSET or RICA. There will be no “in house” model, nor “in house” appeals process. Candidates must appeal to Pearson.

The proposed program will include two faculty that have been trained as assessors for the CalTPA. One will be trained in the first instructional cycle and the other will be trained in the second instructional cycle. These individuals will be responsible, along with the Credential Analyst, for providing candidates with appropriate information and guidance on completing both CalTPA instructional cycles, including information on additional resources should remediation be necessary. The two faculty assessors will be responsible for ensuring that all program instructors and candidate supervisors are knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes. Policies regarding video equipment and recording are included in the Student Resources and Policies Handbook, the Faculty and Instructors Handbook. Candidates will only be placed where they are able to fulfill all clinical practice requirements, including preparing for and completing the CalTPAs. The Credential Analyst will be responsible for maintaining program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

5B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

The newly re-designed CalTPA will begin Fall of 2018 and is administered exclusively by Pearson. All candidates will be directed to the CalTPA registration website, which includes (a) overview of resources needed for the test, (b) participation policies, and (c) steps required for registration. As the CalTPA is not yet open for registration, please see the informational website: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html.

Unlike previous models, the new CalTPA functions much like students taking the CSET or RICA. There will be no "in house" model.

UC Merced is on the semester system. As such the CalTPA tests have been planned to allow for additional support should a candidate not pass. For Fall, 2018, candidates in the proposed program will take CalTPA Instructional Cycle 1 by October 25, 2018. This allows for remediation, if needed, as scores will be received by November 15, 2018. For Spring 2019, candidates in the proposed program will take CalTPA Instructional Cycle 2 by March 21, 2019. This allows for remediation, as scores will be received by April 11, 2019.

*Each program course provides candidate support for either CalTPA Instructional Cycle 1 (first term) or Instructional Cycle 2 (second term). As the CalTPA is newly re-designed, the proposed program will abide by all guidance, which can be found on the website: http://www.ctcpa.nesinc.com/PageView.aspx?f=GEN_Faculty_CalTPA.html This includes: **required** forms of support for candidates completing the CalTPA; **acceptable, but not required** forms of support for candidates completing the CalTPA; **unacceptable** forms of support for candidates completing the CalTPA; and Faculty Guidelines for Confidentiality of Video Recordings, among other resources.*

The proposed program will include two faculty that have been trained as assessors for the CalTPA. One will be trained in the first instructional cycle and the other will be trained in the second instructional cycle. These individuals will be responsible, along with the Credential Analyst, for providing candidates with appropriate information and guidance on completing both CalTPA instructional cycles, including information on additional resources should remediation be necessary. The two faculty assessors will be responsible for ensuring that all program instructors and candidate supervisors are knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they

can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

The program's coursework and clinical practice are intentionally designed to provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) and to practice and complete their CalTPAs. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging, always intending to address the TPEs as they apply to the subjects authorized by the credential being sought. Furthermore, each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

For example, in EDUC X408: Integrated Physical Sciences, Math and Scientific Literacy, the following assessments are intended to prepare candidates for the newly re-designed CalTPA Instructional Cycle 1: Getting to Know Your Students:

Lesson Analysis

You will observe a teacher conduct a science lesson (in a formal or informal environment). At the TK/K level, this may include whole group and small group instruction and stations, while upper grades may be entirely whole group instruction. You will analyze the lesson in light of the course content and TPEs.

Getting to Know Your Students

You will identify three focus students in your class and locate and apply their current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

Content to Practice: Lesson Planning, Design and Implementation

Using the BSCS 5E Instructional Model, you will plan, design and implement a lesson which integrates math and science, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies (see TPE 4.4). This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1.

Lesson Reflection and Application: Annotated Video Recording of Lesson, Written Reflections and Video or Written Application

You will annotate your video with titles and brief rationales for your teaching practices.

You will reflect on your own teaching and level of subject matter and pedagogical knowledge with respect to the whole class and your three focus students.

You will explain how what you learned during this assessment will advance your teaching practice and describe the next instructional steps for your students. This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. For example, candidates receive regular advising from multiple sources, including, but not limited to:

- *Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)*
- *University Mentors (e.g., observations, meetings, and evaluations)*

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- *Cooperating Teachers (e.g., observations, meetings, and evaluations)*
- *Credential Analyst (e.g., progression through program and related requirements)*
- *TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)*

Candidates will maintain a portfolio, which will include evidence of all program requirements, as an additional method to monitor their progress and inform advising sessions the candidate receives.

Additionally, the Credential Analyst will communicate with each candidate at the beginning of (and throughout) the program, such that the candidates have a defined person to contact with any questions.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).

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- Providing critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

The proposed program ensures that the support activities for candidates that are required are implemented and that we understand we may include support activities that are listed as acceptable and will not participate in any unacceptable forms of support as outlined above.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

The program's coursework and clinical are intentionally designed to provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) and to practice and complete their CalTPAs. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging, always intending to address the TPEs as they apply to the subjects authorized by the credential being sought. Furthermore, each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. For example, candidates receive regular advising from multiple sources, including, but not limited to:

- *Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)*
- *University Mentors (e.g., observations, meetings, and evaluations)*
- *Cooperating Teachers (e.g., observations, meetings, and evaluations)*
- *Credential Analyst (e.g., progression through program and related requirements)*
- *TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)*

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

The proposed program provides opportunities for remediation; each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA. The proposed program will only recommend candidates who have met

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the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

The proposed program will include two faculty that have been trained as assessors for the CalTPA. One will be trained in the first instructional cycle and the other will be trained in the second instructional cycle. These individuals will be responsible, along with the Credential Analyst, for providing candidates with appropriate information and guidance on completing both CalTPA instructional cycles, including information on additional resources should remediation be necessary. The two faculty assessors will be responsible for ensuring that all program instructors and candidate supervisors are knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Before exiting the proposed program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan will be a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program. The candidate will have a digital and/or physical portfolio that will include the IDP; the candidate maintains ownership of the portfolio, while the proposed program keeps a copy for documentation (see TPP Portfolio Table of Contents).

A process to facilitate candidate development of the IDP will be implemented. Accordingly, each candidate will have an exit interview with the Credential Analyst to ensure all documentation is in the candidate's file, such that the Credential Analyst can recommend that candidate to the CTC for their preliminary multiple or single subject credential. Each candidate will have an exit interview with the Director of the Teacher Preparation Program to discuss their Individual Development Plan.

*Importantly, the candidate is involved throughout the process. The portfolio provides an opportunity platform for the candidate to reflect on their progress on the TPEs. The candidate will be empowered to identify and address growth areas. The portfolio will provide a wealth of formative (i.e., mentor evaluations) and summative assessments (i.e., CalTPA scores) which the candidate will use to determine which TPEs need further development in the context of an Induction Program. As previously noted, "Before exiting the proposed program, **candidates**, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program." The **candidate** will principally drive this conversation such that she/he may confidently and successfully transition with their IDP into their Teacher Induction Program.*

To ensure candidate success, UC Merced has partnered with Merced County Office of Education's (MCOE) Teacher Induction Program:

<https://www.mcoe.org/deptprog/edservices/dss/Credentialing/TIP/Pages/TIP.aspx>

This is a two-year program that our candidates will begin following graduation from our program, unless the candidate is hired by a district that has their own Induction Program, such as Merced Union High School District:

<https://www.muhsd.org/educational-services/beginning-teacher-support-assessment>

It should be noted the Director of the MCOE Teacher Induction Program serves on the UC Merced Teacher Preparation Program Curriculum Advisory Board. The Director of the MCOE Teacher Induction Program regularly meets with the Director of UC Merced's Teacher

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Preparation Program. Because of this collaboration, the Director of UC Merced Teacher Preparation Program was recently invited to participate in the North Valley Collaborative, a group of individuals that includes representatives from local Teacher Induction Programs and local Preliminary Credential Programs. A sample agenda is included:
https://docs.google.com/document/d/19YGUUqe5mU_BL12E0kFG82tf9OXxs9mrfzh00ISd6-M/edit

These collaborations are intended to ensure candidate success as they transition to their Teacher Induction Program with their Individual Development Plan (IDP).



Dr. Charles Nies, Vice-Chancellor

Digitally signed by Charles Nies
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Merced, ou, email=cnies@ucmerced.edu, c=US
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Date

Attachment III.C.1: TPP Plan of Study

Table III.C.1 provides the plan of study for the Preliminary Multiple Subject Teaching Credential Preparation Program - with Intern Option (TPP) program. The certificate's course offerings are organized by the term taught. For each course, the table also provides the units and the instructor anticipated to teach the course at the time the program is launched.

Table III.C.1: TPP Course, Offering, and Instructor

Term	Track*	Course	Title	Units	Instructor
Summer	MSC	EDUC X408	Integrated Physical Sciences, Math and Scientific Literacy	3	Lynn Reimer
	MSC	EDUC X424	Integrated Humanities and Visual Literacy	3	TBD
	Both	EDUC X401	Learning, Cognition and Instruction	3	Kevin Reimer
Fall	Both	EDUC X301	Foundations in Education	3	Kevin Reimer & Lynn Reimer
	Both	EDUC X303	Clinical Practice 1	4	TBD
	Both	EDUC 311 (or NSED 120)	Diverse Students – Inclusive Instruction	3	TBD
	SSC	EDUC X317 (or NSED 130)	Technology in Education	3	TBD
	MSC	EDUC X409	Integrated Earth and Space Sciences, Math Digital Literacy	3	TBD
	MSC	EDUC X425	Integrated Humanities and Cultural Literacy	3	TBD
	Spring	Both	EDUC X302	Teaching Practicum	3
Both		EDUC X304	Clinical Practice 2	5	TBD
Both		EDUC X305	Clinical Practice 3	4	TBD
Both		EDUC X312 (or NSED 100)	Project-Based Instruction and Assessment	3	TBD
SSC		EDUC X313	Secondary Teaching Methods	3	TBD
SSC		EDUC X318 (or NSED 150)	Research Methods in Education	4	TBD
MSC		EDUC X410	Integrated Life Sciences, Math and Health Literacy	3	TBD
MSC		EDUC X426	Integrated Humanities and Global Literacy	3	TBD

*MSC = Required for Multiple Subjects Credential, SSC = Required for Single Subjects Credential, Both = Required for both MSC and SSC

Preliminary General Education (Multiple Subject) Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. *[Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. – Do not worry about doing this now, we will work on this requirement in 2018]*

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
1. Engaging and Supporting All Students in Learning. Beginning teachers:															
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I	I	I	P	I, P	P	I, P	P, A	P	P	P	P, A	A		
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress						I, P		P, A			P	P, A	P, A		
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	I, P	I	I	P	P	P	I, P	P, A	P	P	P	P, A	A		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	I	I, P	I	P	P	P	I	P, A	P	P	P	P, A	A		
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	I, P	I, P	I, P	P	P	P	I, P	P, A	P	P	P	P, A	A		
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	I	I, P	I	P	P	P	I, P	P, A	P	P	P	P, A	A		
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	I	I	I	P	P	P	I	P, A	P	P	P	P, A	A		
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				I, P	I, P	I, P		P, A				P, A	P, A		
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:															

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.				I, P	I, P	I, P	I	P, A	P	P	P	P, A	P, A		
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	I, P	I, P	I	P	P	P, A	I, P	P, A	P	P	P	P, A	A		
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	I	I	I	P	P	P, A	I	P, A	P	P	P	P, A	A		
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.			I			P		P, A	P	P	P	P, A	A		
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I	I	I	P	P	P	I	P, A	P	P	P	P, A	A		
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.			I	I, P	I, P	I, P		P, A	P	P	P	P, A	P, A		
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:															
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	I, P	I, P	I	P	P			P, A	P	P	P	P, A			

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	I	I	I, P	P	P	P		P, A	P	P	P	P, A	P, A		
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. <i>(See Subject-Specific Pedagogical Skills in Section 2 for reference)</i>	I, P	I	I	P	P	P, A		P, A	P	P	P	P, A	P, A		
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	I	I		P	P	P		P, A	P	P	P	P, A	P, A		
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	I	I		P	P	P		P, A	P	P	P	P, A	P, A		
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	I	I		P	P	P		P, A	P	P	P	P, A	P, A		
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	I	I	I, P	P	P	P		P, A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	I	I	I	P	P	P		P, A	P	P	P	P, A	P, A		
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:															
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.				I, P	I, P	I, P	I, P	P A	P	P	P	P, A	P, A		
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.				I, P	I, P	I, P	I, P	P A	P	P	P	P, A	P, A		
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
<p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 				I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
<p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p>				I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
<p>4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p>				I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
<p>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p>				I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
5. Assessing Student Learning. Beginning teachers:															
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				I, P	I, P	I, P		P A	P	P	P	P, A	P, A		
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				I	I	I, P		P A		P	P	P, A	P, A		
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				I, P	I, P	I, P		P A		P	P	P, A	P, A		
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				I, P	I, P	I, P		P A	P	P	P	P, A	P, A		
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				I	I	I, P		P A				P, A	P, A		
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.				I	I, P	I, P		P A				P, A	P, A		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				I	I, P	P, A		P, A				P, A	P, A		
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.				I	I, P	P, A		P, A				P, A	P, A		
6. Developing as a Professional Educator. Beginning teachers:															
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I, P	I, P	I, P	P	P	P	P, A	P	P	P	P	P	P		
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I, P	I, P	I, P	P	P	P	P, A	P	P	P	P	P	P		
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	I	I	I, P	P	P	P	P, A	P	P	P	P	P	P		
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	I	I	I	P	P	P	P	P, A	P	P	P	P, A	P		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	I	I	I	P	P	P	P	P, A	P	P	P	P	P		
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	I	I	I	P	P	P	P	P, A	P	P	P	P	P		
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.			I					P, A							
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	I, P	I, P	I, P	I, P	I, P	I, P	I	P, A	I, P	I, P	I, P	P, A	P, A		
English Language Development in Relation to Subject-Specific Pedagogy	I, P	I, P	I, P	I, P	I, P	I, P	I	P, A	I, P	I, P	I, P	P, A	P, A		
Subject-Specific Pedagogical Skills	I, P	I, P	I, P	I, P	I, P	I, P	I	P, A	I, P	I, P	I, P	P, A	P, A		
Subject-Specific Pedagogical Skills for <u>Multiple Subject</u> Teaching Assignments															
1. Teaching English Language Arts in a Multiple Subject Assignment		I, P			I, P	I, P		P, A		I, P		P, A	P, A		
2. Teaching Mathematics in a Multiple Subject Assignment	I, P			I, P				P, A	I, P			P, A	P, A		

California Teaching Performance Expectations (TPE)	X408	X424	X401	X409	X425	X311	X301	X303	X410	X426	X312	X302	X304 and X305		
3. Teaching History-Social Science in a Multiple Subject Assignment		I, P			I, P			P, A		I, P		P, A	P, A		
4. Teaching Science in a Multiple Subject Assignment	I, P			I, P			P, A	I, P			I, P	P, A	P, A		
5. Teaching Physical Education in a Multiple Subject Assignment							P, A	I, P				P, A	P, A		
6. Teaching Health Education in a Multiple Subject Assignment							P, A	I, P				P, A	P, A		
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment		I, P			I, P		P, A			I, P		P, A	P, A		

Note: Although very brief titles are used in the Subject-Specific Pedagogical Skills section, the program should review the entire language of the Teaching Performance Assessments in determining where candidates are introduced, practice, and assessed for that competency.

Preliminary Single Subject Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. *[Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. – Do not worry about doing this now, we will work on this requirement in 2018]*

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I	P	I, P	P	I, P	P, A	P	P	P	P, A	A		
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress				I, P		P, A			P	P, A	P, A		
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	I	P	P	P	I, P	P, A	P	P	P	P, A	A		
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	I	P	P	P	I	P, A	P	P	P	P, A	A		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	I, P	P	P	P	I, P	P, A	P	P	P	P, A	A		
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	I	P	P	P	I, P	P, A	P	P	P	P, A	A		
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	I	P	P	P	I	P, A	P	P	P	P, A	A		
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		I, P	I, P	I, P		P, A				P, A	P, A		
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.		I, P	I, P	I, P	I	P, A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	I	P	P	P, A	I, P	P, A	P	P	P	P, A	A		
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	I	P	P	P, A	I	P, A	P	P	P	P, A	A		
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	I			P		P, A	P	P	P	P, A	A		
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I	P	P	P	I	P, A	P	P	P	P, A	A		
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	I	I, P	I, P	I, P		P, A	P	P	P	P, A	P, A		
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	I	P	P			P, A	P	P	P	P, A			
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	I, P	P	P	P		P, A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. <i>(See Subject-Specific Pedagogical Skills in Section 2 for reference)</i>	I	P	P	P, A		P, A	P	P	P	P, A	P, A		
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.		P	P	P		P, A	P	P	P	P, A	P, A		
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.		P	P	P		P, A	P	P	P	P, A	P, A		
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.		P	P	P		P, A	P	P	P	P, A	P, A		
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	I, P	P	P	P		P, A	P	P	P	P, A	P, A		
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	I	P	P	P		P, A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.		I, P	I, P	I, P	I, P	P A	P	P	P	P, A	P, A		
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.		I, P	I, P	I, P	I, P	P A	P	P	P	P, A	P, A		
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 		I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)		I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.		I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.		I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.		I, P	I, P	I, P	I	P A	P	P	P	P, A	P, A		
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.		I, P	I, P	I, P		P A	P	P	P	P, A	P, A		
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		I	I	I, P		P A		P	P	P, A	P, A		
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		I, P	I, P	I, P		P A		P	P	P, A	P, A		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.		I, P	I, P	I, P		P A	P	P	P	P, A	P, A		
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.		I	I	I, P		P A				P, A	P, A		
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.		I	I, P	I, P		P A				P, A	P, A		
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.		I	I, P	P, A		P, A				P, A	P, A		
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.		I	I, P	P, A		P, A				P, A	P, A		
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I, P	P	P	P	P, A	P	P	P	P	P	P		
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I, P	P	P	P	P, A	P	P	P	P	P	P		

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	I, P	P	P	P	P, A	P	P	P	P	P	P		
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	I	P	P	P	P	P, A	P	P	P	P, A	P		
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	I	P	P	P	P	P, A	P	P	P	P	P		
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	I	P	P	P	P	P, A	P	P	P	P	P		
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	I					P, A							
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	I, P	I, P	I, P	I, P	I	P, A	I, P	I, P	I, P	P, A	P, A		
English Language Development in Relation to Subject-Specific Pedagogy	I, P	I, P	I, P	I, P	I	P, A	I, P	I, P	I, P	P, A	P, A		
Subject-Specific Pedagogical Skills		I, P	I, P	I, P	I	P, A	I, P	I, P	I, P	P, A	P, A		
Subject-Specific Pedagogical Skills for <u>Single Subject</u> Teaching Assignments													

California Teaching Performance Expectations (TPE)	X401	X314	X317	X311	X301	X303	X313	X318	X312	X302	X304 and X305		
1. Teaching English Language Arts in a Single Subject Assignment													
2. Teaching Mathematics in a Single Subject Assignment		I, P	I, P			P, A	I, P	I, P	I, P	P, A	P, A		
3. Teaching History-Social Science in a Single Subject Assignment													
4. Teaching Science in a Single Subject Assignment		I, P	I, P			P, A	I, P	I, P	I, P	P, A	P, A		
5. Teaching Physical Education in a Single Subject Assignment													
6. Teaching Art in a Single Subject Assignment													
7. Teaching Music in a Single Subject Assignment													
8. Teaching World Languages in a Single Subject Assignment													
9. Teaching Agriculture in a Single Subject Assignment													
10. Teaching Business in a Single Subject Assignment													
11. Teaching Health Science in a Single Subject Assignment													
12. Teaching Home Economics in a Single Subject Assignment													
13. Teaching Industrial and Technology Education in a Single Subject Assignment													
14. Teaching English Language Development in a Single Subject Assignment													

Note: Although very brief titles are used in the Subject-Specific Pedagogical Skills section, the program should review the entire language of the Teaching Performance Assessments in determining where candidates are introduced, practice, and assessed for that competency.

Prior-Experience Verification Form (Applicant: Provide a copy of this form to each recommender.)

LAST NAME

FIRST NAME

Dear Recommender,

The individual listed above is an applicant to the Teacher Preparation Program at UC Merced in Extension. As such, applicants must verify that they have completed successful classroom or classroom-like field experience prior to admission. The applicant has noted that you are someone who has either supervised or observed the applicant's work and can provide the requested information below to: 1) describe the population that is served by your site, 2) address the type of activities that you supervised or observed by the applicant, 3) describe the ways in which you observed the applicant interact with students and colleagues at the site. You may also identify any areas that the applicant could improve.

To Be Completed by Recommender. Please Print.

Recommender's Name:		
Relationship to Applicant:		
Recommender's Contact Information	Tel:	E-Mail:
Name of Organization/Program:		
Address of Organization:		

How long have you known the applicant?	
When did the applicant work/volunteer at the site?	
How many hours has the applicant worked/volunteered with students at the site?	
What are the ages of the students with whom the applicant commonly volunteered/worked?	
How many students did the applicant commonly assist/direct at a single time?	
What type(s) of activity did the applicant commonly lead/facilitate with the students at the site?	

Please rate the applicant's potential for becoming a successful public school teacher:

Very Low
 Below Average
 Average
 Above Average
 Very High

Recommender's Signature: _____ Date: _____

Position/Title: _____

Please return original form to applicant. No photocopies, faxes, or email versions will be accepted.



UNIVERSITY OF CALIFORNIA
MERCED

**Clinical Practice Handbook
Teacher Preparation Program
Fall 2018**

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Introduction

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

Please also refer to the Student Resource and Policies Handbook and the Faculty Handbook available online.

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

If you have any questions related to the Clinical Practice requirement, please contact the Program Manager, Janelle Barnes, at jbarnes7@ucmerced.edu.

Clinical Practice Policies:

1. Student Teaching Application Form

To progress to Clinical Practice, you must submit a Clinical Practice Application to the Program Manager. This form will be provided at the required Orientation for Clinical Practice which will be held in the Fall Semester.

2. Clinical Practice Orientation

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

3. Credit for Prior Teaching Experience

If you have successfully taught for at least 134 days in the same classroom, either as a teacher on an emergency permit or as a long-term substitute in either an accredited private or public school prior to beginning your Clinical Practice, you may apply to receive

credit for 8 weeks of the Clinical Practice requirement. Please contact the Program Manager for more information.

4. School Placements

UC Merced Extension program staff will place you at your clinical site (school). Clinical sites will be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

5. Supervision

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

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

6. Private Schools

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

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

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

7. Dual Credential Programs

We do not currently offer Dual Credential Programs.

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

8. Long-Term Substitute Teaching During Clinical Practice

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

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

9. Clinical Practice While Being a Support Teacher/Reading Clinician

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

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

10. Clinical Practice While Being an Instructional Aide/Teaching Aide

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

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

- g) Schools at which you may use paid aide time for Clinical Practice credit must have an agreement with UC Merced Extension for the placement of student teachers.

12. Clinical Practice During the Summer

UC Merced Extension may not approve funds for Clinical Practice during the summer. If funds are approved, then summer Clinical Practice will be available. If the funds restrict the number who can participate in Clinical Practice during the summer, then the Selection and Review Committee will make the selection of participants. Selection and Review will give priority to students who meet one of the following criteria:

- a) You had a family need or emergency, such as illness, death or childbirth, which prevented the student from finishing both Clinical Practice placements during the regular semester.
- b) You are an intern in a district that does not meet the 25% language and ethnic diversity required for the SB 2042 credential and needs to do one 8-week student teaching placement in another school.
- c) You are a teacher in a private school and needs to complete your Clinical Practice when the private school is off in the summer.
- d) You are teaching on an emergency permit because you do not meet all conditions for an internship but you meet the conditions for Clinical Practice and, therefore, cannot meet the Clinical Practice requirement in your paid teaching position.
- e) You are moving out of the area and need to complete your Clinical Practice before moving.
- f) Other conditions, as approved by Selection and Review, which do not fall under one of the above categories but is a justifiable reason for this special circumstance.
- g) You must apply by submitting a Petition to Selection and Review Committee by early February prior to Clinical Practice.

13. Policy for Substituting During Clinical Practice

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

- a) You have a valid substitute teaching credential that authorizes you to substitute in that classroom and district.
- b) You can only substitute for the cooperating teacher – and not for any other teacher in the school or district.
- c) The university supervisor and cooperating teacher must agree that you are ready and capable of assuming responsibility for this class.
- d) The university supervisor will be informed at the earliest convenient time that you are substituting for the cooperating teacher on that day.

- e) You volunteer to substitute and are not compelled or coerced by the cooperating teacher, principal or University supervisor. If you refuse to substitute, no adverse action will be taken against you by any party.
- f) The site principal agrees to assign a credentialed person at the school site to visit the room at least once during the day to ascertain that the classroom is functioning well with you as the teacher. (This person may be the principal or a designee who has the flexibility to visit the classroom during instructional time.) If problems are noted, the principal agrees to immediately assign another person to teach the class.
- g) Substituting under this provision is meant to be only for short term (1-3 days) and not for on-going situations. You need to have a cooperating teacher on a daily basis to mentor and guide your Clinical Practice.

14. Certificate of Clearance and Clinical Practice

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

15. Completion of Program Requirements and Clinical Practice

You should complete all co-requisite and program course requirements prior to being placed for Clinical Practice. The only exception is passing the RICA and the CalTPA. In order to begin your Clinical Practice, you must have satisfactorily completed program courses with no grade lower than a "C" and have a GPA of 3.0 within those courses.

16. Exemption from Clinical Practice Under the Scott Bill

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

17. Teacher Performance Assessments (TPAs)

You are required to pass all CalTPA tasks and submit permission slips before they can be recommended for a credential. Consult the CalTPA Candidate Handbook online (new version is not yet available).

<http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>

18. Summative Assessment of Clinical Practice

The Summative Assessment of Clinical Practice 1, 2 and 3 are each conducted cooperatively between the cooperating teacher and university supervisor. If both the cooperating teacher and university supervisor ARE IN AGREEMENT that you have met the required number of items under each Teacher Performance Expectation (TPE) to meet

the TPE, then the supervisor can grant CREDIT for the specific Clinical Practice being assessed. If both the cooperating teacher and university supervisor ARE IN AGREEMENT that you have NOT met the required number of items under each TPE to meet the TPE, then the supervisor can grant NO CREDIT for the Clinical Practice being assessed. If the cooperating teacher and university supervisor ARE NOT IN AGREEMENT that you have met the required number of items under each TPE to meet the TPE, then the cooperating teacher and university supervisor will each submit their reasons for their positions on credit to the Selection and Review Committee. The Selection and Review Committee will decide on whether the student teacher should receive credit or no credit for the Clinical Practice being assessed. The Selection and Review Committee will be comprised of TPP instructional personnel.

19. Professional Dress for School Visits and Clinical Practice

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

No jeans

No tank tops

No leggings

No shorts

No crew-neck T-shirts

No sweat pants

Attachment III.A.2 - Curriculum Maps for Preliminary Multiple Subject and Single Subject Teaching Credential Preparation Program (TPP)

Table III.A.2: Curriculum Map for TPP

Required Courses			Program Learning Outcome Number ^{1,2}						
Credential ³	Course Number	Course Name	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
Summer Courses									
Both	EDUC X401	Learning, Cognition and Instruction	I	I	I			I	I, A
MSC	EDUC X408	Integrated Physical Science, Math and Scientific Literacy	I	I	I			I, A	I
MSC	EDUC X424	Integrated Humanities and Visual Literacy	I	I	I			I, A	I
Fall Courses									
Both	EDUC X301	Foundations of Education	A, M	I, A	I, A	I, A	I, A	I, A	I, A
Both	EDUC X303	Clinical Practice 1	I, A	I, A	I, A	I, A	I, A	I, A	I, A
Both	EDUC X311 ⁴	Diverse Students – Inclusive Instruction Classroom Interactions in Science and Math	I, A	I, A	I, A	I, A	A, M	I, A	I, A
SSC	EDUC X314	Single Subject Reading for Understanding	I, A	I, A	I, A	I, A	A, M	I, A	I, A
SSC	EDUC X317 ⁵	Technology in Education	I, A	I, A	I, A	A, M	A, M	I, A	I, A
MSC	EDUC X409	Integrated Earth and Space Sciences, Math and Digital Literacy	I, A	I, A	I, A	A, M	I, A	I, A	I, A
MSC	EDUC X425	Integrated Humanities and Cultural Literacy	I, A	I, A	I, A	I, A	A, M	I, A	I, A
Spring Courses									
Both	EDUC X302	Teaching Practicum	A, M	A, M	A, M	A, M	A, M	A, M	A, M
Both	EDUC X304	Clinical Practice 2	A, M	A, M	A, M	A, M	A, M	A, M	A, M
Both	EDUC X305	Clinical Practice 3	A, M	A, M	A, M	A, M	A, M	A, M	A, M
Both	EDUC X312 ⁶	Project-Based Instruction and Assessment Project Based Instruction – Assessment & Mgmt.	A, M	A, M	A, M	A, M	A, M	A, M	A, M
SSC	EDUC X313	Secondary Teaching Methods	A, M	A, M	A, M	A, M	A, M	A, M	A, M
SSC	EDUC X318 ⁷	Research Methods in Education	A, M	A, M	A, M	A, M	A, M	A, M	A, M
MSC	EDUC X410	Integrated Life Science, Math and Health Literacy	A, M	A, M	A, M	A, M	A, M	A, M	A, M
MSC	EDUC X426	Integrated Humanities and Global Literacy	A, M	A, M	A, M	A, M	A, M	A, M	A, M

¹ Program Learning Outcomes are listed below

² I = Introductory, A = Advanced, and M=Mastery level understanding

³ MSC = Required for Multiple Subjects Credential, SSC = Required for Single Subjects Credential, Both = Required for both MSC and SSC

⁴ Can be substituted with NSED 120 Classroom Interactions in Science and Math – part of the undergraduate Natural Science Education Minor

⁵ Can be substituted with NSED 130 Technology in the Classroom – part of the undergraduate Natural Science Education Minor

⁶ Can be substituted with NSED 100 Project Based Instruction – Assessment and Management– part of the undergraduate Natural Science Education Minor

⁷ Can be substituted with NSED 150 Research Methods in Education – part of the undergraduate Natural Science Education Minor

TPP Program Learning Outcomes

Outcome Number	Outcome Name	Program Learning Outcome
PLO 1	Philosophy of Education	Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
PLO 2	Personalized Instruction and Co-Teaching	Personalize instruction and develop co-teaching models.
PLO 3	Reflexive Teaching	Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
PLO 4	Citizenship	Practice restorative justice and authentic care.
PLO 5	Inclusive Teaching	Nurture and educate English language learners through an inclusive and positive class environment.
PLO 6	Critical Thinking Instruction	Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
PLO 7	Communication	Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Attachment III.A.1: TPP Required Courses and Units

Table III.A.1 below provides the Preliminary Multiple Subject and Single Subject Teaching Credential Preparation Program (TPP) course offerings, distinguishing required courses from elective and providing the number of units. The Multiple Subject Credential (MSC) track, requires a minimum of 42 units. The Single Subject Credential (SSC) track, requires a minimum of 37 units. Students are not required to complete any elective units. Table III.A.1 provides a description of the course content for the TPP.

Table III.A.1: TPP Course Descriptions

Course	Title	Units	Requirement	Description
EDUC X301	Foundations of Education	3	Required - Both Tracks	EDUC X301 considers the implications of historical and contemporary American social issues on child and adolescent learning. The course will emphasize K-12 education in diverse contexts, with a focus on poverty, stereotype threat, and immigration. Education policy will be critically evaluated in terms of student retention and success. The course will require candidates to integrate content into a personal philosophy of education and teaching.
EDUC X302	Teaching Practicum	3	Required - Both Tracks	EDUC X302 provides candidates the opportunity to synthesize the theoretical and practical learning in the Teacher Preparation Program and work towards mastery of the Teaching Performance Expectations (TPEs). Mastery is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.
EDUC X303	Clinical Practice 1	4	Required - Both Tracks	EDUC X303: Clinical Practice 1 is a developmental sequential set of activities that afford the candidate the opportunity to integrate and apply theoretical and pedagogical coursework and reflect on the Teaching Performance Expectations (TPEs). The candidate is supervised by district employees and individuals in the teacher preparation program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X301.

Course	Title	Units	Requirement	Description
EDUC X304	Clinical Practice 2	5	Required - Both Tracks	EDUC X304, Clinical Practice 2, is a developmental sequential set of activities that afford the candidate the opportunity to integrate and apply theoretical and pedagogical coursework and reflect on the Teaching Performance Expectations (TPEs). The candidate is supervised by district employees and individuals in the Teacher Preparation Program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X302.
EDUC X305	Clinical Practice 3	4	Required - Both Tracks	EDUC X305, Clinical Practice 3, is the final set of activities where the candidate integrates and applies theoretical and pedagogical coursework and reflects on the Teaching Performance Expectations (TPEs) as the Solo or Co-Teacher. The candidate is supervised by district employees and individuals in the teacher preparation program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X302.
EDUC X311 or	Diverse Students – Inclusive Instruction	3	Required - Both Tracks	EDUC X311 introduces candidates to the philosophy and history of educating diverse student populations, best practice, and differentiated instruction for diverse learners in the general education classroom. Candidates will learn how to take advantage of and build upon the variety of cultural knowledge and resources they and their students bring to school.
NSED 120	Classroom Interactions in Science and Mathematics; A Focus on Equity in Urban and Rural Schools	4		NSED 120 serves as an introduction to the educational aspects in a multicultural and multilingual diverse society. This course continues the process of preparing students to teach mathematics and science in middle and secondary settings by providing opportunities to evaluate challenges they face in instructional settings. We focus on students coming from a diverse society with different culture and linguistic background. We will explore frameworks for thinking about equity issues in the classroom and beyond school settings, learn strategies for teaching students of diverse cultural and linguistic backgrounds, and reflect on how the interplay among teachers, students, and academic content enable students to develop a deep conceptual understanding of the subject matter. Classroom Interactions is a course that typically is a pre-requisite to an accredited teacher credential program.

Course	Title	Units	Requirement	Description
EDUC X312 or	Project-Based Instruction and Assessment	3	Required - Both Tracks	EDUC X312 provides candidates the opportunity to synthesize the theoretical and practical learning in the Teacher Preparation Program and work towards mastery of the Teaching Performance Expectations (TPEs). Mastery is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.
NSED 100	Project Based Instruction – Assessment and Management	4		NSED 100, Project-Based Instruction, is a required course for the NSED Minor in Education. With practical down-to-earth information, the course prepares students how to organize an appropriate classroom and how to plan units and lesson plans. Students will gain knowledge of classroom management strategies. A special focus will be on the techniques necessary to effectively teach students with diverse multicultural and multilingual backgrounds. By the completion of NSED 100, students will have a portfolio with content important for admission into a credentialing program, including, but not limited to, lesson plans, unit plans, and classroom discipline plans.
EDUC X313	Secondary Teaching Methods	3	Required - SSC Track Only	EDUC X313 provides candidates the opportunity to plan, deliver, and assess content-specific instruction. Candidates delve into the specific Common Core State Standards (CCSS) and/or Next Generation Science Standards (NGSS) pertinent to their content area, while integrating Scientific and Visual Literacy. Emphasis is placed on mastering content-specific pedagogical skills, as outlined in the Teaching Performance Expectations (TPEs).
EDUC X314	Single Subject Reading for Understanding	3	Required - SSC Track Only	EDUC X314 provides candidates the opportunity to experience the reading process from a student point of view, and combines that with targeted planning opportunities for real world application. The course will focus on reading as a social, metacognitive process, one that students can take ownership of for themselves, and one that teachers should continue to model for them throughout the school year.

Course	Title	Units	Requirement	Description
EDUC X317	Technology in Education	3	Required - SSC Track Only	Technology in Education, is a course for students interested in careers in education, particularly for those planning to teach in elementary, middle or high schools in California. This course will help students gain experience using digital learning tools and explore thoughtful and innovative ways to integrate technology into the classroom. Students will explore current educational technology advances as well as strategies for the effective integration of technology in the K-12 classroom focusing on how technology can be used to support student mastery of the Common Core State Standards and Next Generation Science Standards. Throughout this course, students will experience and design technology integrated lessons in the science and mathematics classrooms, create and maintain an educational blog and design a classroom website. Students will also learn how to model and promote digital citizenship and responsibility.
or				
NSED 130	Technology in Education	3		
EDUC X318	Research Methods in Education	4	Required - SSC Track Only	Instructional decisions are a crucial part of day-to-day teaching and learning in classrooms. A successful and effective teacher is one who takes those decisions informed by the need of the class and aligns it with overall student learning goals and specific objectives. The purpose of this course is to help pre-service teachers develop the required skills to carry out research in classroom settings to inform their daily instructional strategies. Pre-service teachers will gain hands-on experience in conducting research/action research in actual classrooms or any other school-learning environment (i.e. after school programs, tutorials, etc). They will identify useful literature (from both research and practitioner journals) and learn how to use it to improve their instruction. They will also explore various approaches, strengths, and challenges to conduct research within their classrooms.
or				
NSED 150	Research Methods in Education	4		
EDUC X401	Learning, Cognition and Instruction	3	Required - Both Tracks	EDUC X401 considers child and adolescent learning in cognitive, developmental, linguistic, and socio-cultural relief. Readings, simulations, and activities explore the instructional utility of course content through developmental neuroscience, social neuroscience, and classic learning theories. Learning is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.

Course	Title	Units	Requirement	Description
EDUC X408	Integrated Physical Science, Math and Scientific Literacy	3	Required - MSC Track Only	EDUC X408 provides an integrated approach to Physical Sciences, Mathematics and Scientific Literacy inclusive of effective pedagogy. The focus is to examine and understand the curriculum and strategies that make science and mathematics learning available to all children, how children develop science and mathematics understanding and how assessments help guide meaningful instructional practices. Learning is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.
EDUC X409	Integrated Earth and Space Sciences, Math and Digital Literacy	3	Required - MSC Track Only	EDUC X409 provides an integrated approach to Earth and Space Sciences, Mathematics and Digital Literacy inclusive of effective pedagogy. The focus is to examine and understand the curriculum and strategies that make science and mathematics learning available to all children, how children develop science and mathematics understanding and how assessments help guide meaningful instructional practices. Learning is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.
EDUC X410	Integrated Life Sciences, Math and Health Literacy	3	Required - MSC Track Only	EDUC X410 provides an integrated approach to Life Sciences, Mathematics and Health Literacy inclusive of effective pedagogy. The focus is to examine and understand the curriculum and strategies that make science and mathematics learning available to all children, how children develop science and mathematics understanding and how assessments help guide meaningful instructional practices. Learning is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.

Course	Title	Units	Requirement	Description
EDUC X424	Integrated Humanities and Visual Literacy	3	Required - MSC Track Only	EDUC X424 provides an integrated approach to the Humanities and Visual Literacy. The course will explore the meaning of literacy beyond written text to include the interpretation, negotiation, and meaning formation of images. Visual literacy will also include the ability to learn and express oneself through visual representation. The visual and performing arts will be explored as a means for students to express themselves through dance, music, theater, and visual arts. The course will provide an opportunity for educators to develop new teaching strategies and curriculum focused on the incorporation of visual literacy in a variety of content areas.
EDUC X425	Integrated Humanities and Cultural Literacy	3	Required - MSC Track Only	EDUC X425 provides an integrated approach to the Humanities and Cultural Literacy. The course will explore the meaning of literacy beyond written text to include cultural literacy, which is the knowledge and understanding of history, contributions, and perspectives of different cultural groups. The purpose of this course is to engage in a dialogue about the common cultural vocabulary needed by literate citizens in our diverse society and the role that schools should play in teaching this to our students. The course will provide an opportunity for educators to develop new teaching strategies and curriculum focused on the incorporation of cultural literacy in a variety of content areas.
EDUC X426	Integrated Humanities and Global Literacy	3	Required - MSC Track Only	EDUC X426 provides an integrated approach to the humanities and global literacy. The course will explore the meaning of literacy beyond written text to include the knowledge and understanding of how the world is organized and interconnected. Course participants will learn strategies to integrate across the humanities to foster opportunities for students to understand the connection between their lives and global issues. Course participants will also learn how to develop in their students a sense of responsibility and empowerment to effect positive change will working collaboratively with people of diverse cultures. The course will provide an opportunity for educators to develop new teaching strategies and curriculum focused on the incorporation of global literacy in a variety of content areas.

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EDUC X303: Clinical Practice 1 – Initial Student Teaching (4 units)

Fall 2018
Class Location: TBA
Class Meeting Times: TBA

Instructor: Lynn C. Reimer, PhD
Office Hours: By appointment
Contact: (lreimer@ucmerced.edu) or 209.228.8639

UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).

Mission

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

Vision

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

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

Extension Education Programs Learning Outcomes (EPLOs)

The UCM EXT Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the UCM EXT Teacher Preparation Program will be able to:

Cultural Responsivity and Values (CRV): demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

Content Knowledge (CK): master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

Communication and Information Literacy (CIL): effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

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Professional Development (PD): deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

The Teacher Preparation Program Learning Outcomes (PLOs)

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families and the community.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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

I. Course Description: EDUC X303: Clinical Practice 1 is a developmental sequential set of activities that afford the candidate the opportunity to integrate and apply theoretical and pedagogical coursework and reflect on the Teaching Performance Expectations (TPEs). The candidate is supervised by district employees and individuals in the teacher preparation program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X301.

II. Course Goal and Outcomes

- a. **Course Goal:** The primary course goal is to provide candidates the opportunity to synthesize the theoretical and pedagogical learning in the Teacher Preparation Program and progress from an introductory level to a developmental level of the Teaching Performance Expectations (TPEs).

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- b. **Learning Outcomes:** Course Student Learning Outcomes (CSLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC, with Program Goals, and with Institutional Learning Outcomes.
- c. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CSLOs 1, 2, 3, 4, 5
- d. **Inclusive Instruction Course Component:** CSLOs 1, 2, 3, 4, 5, 6
- e. **Technology Course Component:** CSLOs 1, 2, 3, 4, 5

CSLOs & Assessments	Grading
<p>CSLO 1: Candidates will critically evaluate instructional strategies and teaching skills to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 2: Candidates will use instructional strategies and teaching skills practices to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 3: Candidates will apply their understanding of instructional strategies and teaching skills to organize subject matter for student learning (TPE 3; PLOs 3, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 4: Candidates will apply instructional strategies and teaching skills as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 5: Candidates will consider instructional strategies and teaching skills as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 6: Candidates will consider whether/how instructional strategies and teaching skills intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below

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Description of Assessments	Points	Weight	Due Date
Fieldwork Hours These are documented in your Weekly Field Reports and on a separate form that is verified by your Cooperating Teacher and used to file your recommendation with the CTC.	40	40%	Weekly
Weekly Field Reports This course is supported by weekly readings in EDUC X301. <i>Apply the current readings to the classroom in which you are completing your initial student teaching as you reflect on the events of the week.</i> A grading rubric for this assignment will be distributed in class.	40	40%	Weekly
University Mentor Observations Candidates will be observed by their University Mentor six times during the semester and provided formative feedback related to the TPEs.	10	10%	TBD
Cooperating Teacher Evaluation Candidates will be evaluated by their Cooperating Teacher (district-employed supervisor). A copy of the evaluation will be made available to you and your Cooperating Teacher at the beginning of the term.	10	10%	December 13, 2018

III. Format and Procedures: This clinical practice is held on-site at a school. Some course content and all assessment submissions are handled through the Canvas learning management system.

IV. Course Requirements

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
 1. Absences may impact a candidate’s final grade.
 2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
 3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
- iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.

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v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

vi.

b. **Technology Policy**

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. **Time Expenditure**

EDUC X303 is the candidate’s initial student teaching (typically in the fall). This 4-unit fieldwork (clinical practice) course requires a total of 180 hours during the semester devoted to student teaching and the associated support. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Student teaching (fieldwork) This includes 5 hours/week of guidance and support from the candidate’s Cooperating Teacher. This includes your Weekly Field Reports, which are informed by the readings and coursework in EDUC X301.	180 hours
Total	180 hours

V. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Fieldwork Hours	40
Weekly Field Reports	40
University Mentor Observations	10
Cooperating Teacher Evaluation	10
Total	100%

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

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- VI. Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- VII. Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
- VIII. Tentative Weekly Schedule – TBD (based on fieldwork placement)**

Required Texts

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.*

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher*. Acton, MA: Research for Better Teaching.*

Required Resources (available online or in Canvas)

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006). *The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.*

California Department of Education - Common Core State Standards (CCSS) and Resources*
<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics*
<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

The Next Generation Science Standards (NGSS) – California* <https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.*

*This resource/text is used in multiple courses.

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EDUC X304: Clinical Practice 2 - Final Student Teaching (5 units)

Spring 2019
Class Location: TBA
Class Meeting Times: TBA

Instructor: Lynn C. Reimer, PhD
Office Hours: By appointment
Contact: lreimer@ucmerced.edu or 208.228.8639

UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).

Mission

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

Vision

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

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

Extension Education Programs Learning Outcomes (EPLOs)

The UCM EXT Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the UCM EXT Teacher Preparation Program will be able to:

Cultural Responsivity and Values (CRV): demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

Content Knowledge (CK): master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

Communication and Information Literacy (CIL): effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

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Professional Development (PD): deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

The Teacher Preparation Program Learning Outcomes (PLOs)

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families and the community.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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

I. Course Description: EDUC X304, Clinical Practice 2, is a developmental sequential set of activities that afford the candidate the opportunity to integrate and apply theoretical and pedagogical coursework and reflect on the Teaching Performance Expectations (TPEs). The candidate is supervised by district employees and individuals in the Teacher Preparation Program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X302.

II. Course Goal and Outcomes

- a. **Course Goal:** The primary course goal is to provide candidates the opportunity to synthesize the theoretical and pedagogical learning in the Teacher Preparation Program and progress from a developmental level to mastery of the Teaching Performance Expectations (TPEs).

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- b. **Learning Outcomes:** Course Student Learning Outcomes (CSLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC, with Program Goals, and with Institutional Learning Outcomes.
- c. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CSLOs 1, 2, 3, 4, 5
- d. **Inclusive Instruction Course Component:** CSLOs 1, 2, 3, 4, 5, 6
- e. **Technology Course Component:** CSLOs 1, 2, 3, 4, 5

CSLOs & Assessments	Grading
<p>CSLO 1: Candidates will critically evaluate instructional strategies and teaching skills to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 2: Candidates will use instructional strategies and teaching skills practices to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 3: Candidates will apply their understanding of instructional strategies and teaching skills to organize subject matter for student learning (TPE 3; PLOs 3, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 4: Candidates will apply instructional strategies and teaching skills as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 5: Candidates will consider instructional strategies and teaching skills as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 6: Candidates will consider whether/how instructional strategies and teaching skills intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below

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Description of Assessments	Points	Weight	Due Date
<p>Fieldwork Hours These are documented in your Weekly Field Reports and on a separate form that is verified by your Cooperating Teacher and used to file your recommendation with the CTC.</p>	40	40%	Weekly
<p>Weekly Field Reports This course is supported by weekly readings in EDUC X302. <i>Apply the current readings to the classroom in which you are completing your initial student teaching as you reflect on the events of the week.</i> A grading rubric for this assignment will be distributed in class.</p>	40	40%	Weekly
<p>University Mentor Observations Candidates will be observed by their University Mentor six times during the semester and provided formative feedback related to the TPEs.</p>	10	10%	TBD
<p>Cooperating Teacher Evaluation Candidates will be evaluated by their Cooperating Teacher (district-employed supervisor). A copy of the evaluation will be made available to you and your Cooperating Teacher at the beginning of the term.</p>	10	10%	May 9, 2008

III. Format and Procedures: This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

IV. Course Requirements

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
 1. Absences may impact a candidate’s final grade.
 2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
 3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either

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- developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
- iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
- v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

b. Technology Policy

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. Time Expenditure

EDUC X304 is the candidate’s final student teaching (typically in the spring). This 5-unit fieldwork (clinical practice) course requires a total of 450 hours over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Student teaching (fieldwork) This includes 5 hours/week of guidance and support from the candidate’s Cooperating Teacher. This includes your Weekly Field Reports, which are informed by the readings and coursework in EDUC X302.	225 hours
Total	225 hours

Note: The hours required for clinical practice units is different than for courses with face-to-face instruction.

V. Grading Procedures: All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Fieldwork Hours	40
Weekly Field Reports	40
University Mentor Observations	
Cooperating Teacher Evaluation	10
Total	100%

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- VI. Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- VII. Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
- VIII. Tentative Weekly Schedule – TBD** (based on fieldwork placement)

Required Texts

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher*. Acton, MA: Research for Better Teaching.

Required Resources (available online or in Canvas)

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006). *The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.*

California Department of Education - Common Core State Standards (CCSS) and Resources*
<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics*

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<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarداug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

The Next Generation Science Standards (NGSS) – California*

<https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.

(Olson)

Recommended Resources (Selected readings will be provided in Canvas)

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.*

(Tomlinson)

*This resource/text is used in multiple courses.

UC MERCED EXTENSION EDUCATION PROGRAMS
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EDUC X305: Clinical Practice 3 - Solo or Co-Teaching (4 units)

Spring 2019
Class Location: TBA
Class Meeting Times: TBA

Instructor: Lynn C. Reimer, PhD
Office Hours: By appointment
Contact: lreimer@ucmerced.edu or 208.228.8639

UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).

Mission

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

Vision

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

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

Extension Education Programs Learning Outcomes (EPLOs)

The UCM EXT Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the UCM EXT Teacher Preparation Program will be able to:

Cultural Responsivity and Values (CRV): demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

Content Knowledge (CK): master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

Communication and Information Literacy (CIL): effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

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Professional Development (PD): deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

The Teacher Preparation Program Learning Outcomes (PLOs)

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families and the community.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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

I. Course Description: EDUC X305, Clinical Practice 3, is the final set of activities where the candidate integrates and applies theoretical and pedagogical coursework and reflects on the Teaching Performance Expectations (TPEs) as the Solo or Co-Teacher. The candidate is supervised by district employees and individuals in the teacher preparation program who provide formative and timely performance feedback. The clinical sites (schools), Cooperating Teachers (district-employed supervisors) and University Mentors (program supervisors) are chosen based on criteria outlined by the CTC. This course is taken concurrently with EDUC X302.

II. Course Goal and Outcomes

- a. **Course Goal:** The primary course goal is to provide candidates the opportunity to synthesize the theoretical and pedagogical learning in the Teacher Preparation Program as a Solo or Co-Teacher and demonstrates mastery of the Teaching Performance Expectations (TPEs).

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- b. **Learning Outcomes:** Course Student Learning Outcomes (CSLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC, with Program Goals, and with Institutional Learning Outcomes.
- c. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CSLOs 1, 2, 3, 4, 5
- d. **Inclusive Instruction Course Component:** CSLOs 1, 2, 3, 4, 5, 6
- e. **Technology Course Component:** CSLOs 1, 2, 3, 4, 5

CSLOs & Assessments	Grading
<p>CSLO 1: Candidates will critically evaluate instructional strategies and teaching skills to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 2: Candidates will use instructional strategies and teaching skills practices to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 3: Candidates will apply their understanding of instructional strategies and teaching skills to organize subject matter for student learning (TPE 3; PLOs 3, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 4: Candidates will apply instructional strategies and teaching skills as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 5: Candidates will consider instructional strategies and teaching skills as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below
<p>CSLO 6: Candidates will consider whether/how instructional strategies and teaching skills intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).</p> <p>Assessment: Weekly Fieldwork Reports; Observations by the University Mentor; Cooperating Teacher’s Evaluation</p>	Description, Points, Weight: see below

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Description of Assessments	Points	Weight	Due Date
<p>Fieldwork Hours These are documented in your Weekly Field Reports and on a separate form that is verified by your Cooperating Teacher and used to file your recommendation with the CTC.</p>	40	40%	Weekly
<p>Weekly Field Reports This course is supported by weekly readings in EDUC X302. <i>Apply the current readings to the classroom in which you are completing your initial student teaching as you reflect on the events of the week.</i> A grading rubric for this assignment will be distributed in class.</p>	40	40%	Weekly
<p>University Mentor Observations Candidates will be observed by their University Mentor six times during the semester and provided formative feedback related to the TPEs.</p>	10	10%	TBD
<p>Cooperating Teacher Evaluation Candidates will be evaluated by their Cooperating Teacher (district-employed supervisor). A copy of the evaluation will be made available to you and your Cooperating Teacher at the beginning of the term.</p>	10	10%	May 9, 2008

III. Format and Procedures: This clinical practice is held on-site at a school. Some course content and all assessment submissions are handled through the Canvas learning management system.

IV. Course Requirements

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
 1. Absences may impact a candidate’s final grade.
 2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
 3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class

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- (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
 - iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
 - v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
 - vi.
- b. **Technology Policy**
 Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.
- c. **Time Expenditure**
 EDUC X304 is the candidate’s final student teaching (typically in the spring). This 5-unit fieldwork (clinical practice) course requires a total of 450 hours over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Solo or Co-teaching (fieldwork) This includes 5 hours/week of guidance and support from the candidate’s Cooperating Teacher. This includes your Weekly Field Reports, which are informed by the readings and coursework in EDUC X302.	180 hours
Total	180 hours

Note: The hours required for clinical practice units is different than for courses with face-to-face instruction.

- V. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Fieldwork Hours	40
Weekly Field Reports	40
University Mentor Observations	10
Cooperating Teacher Evaluation	10
Total	100%

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- VI. Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- VII. Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
- VIII. Tentative Weekly Schedule – TBD** (based on fieldwork placement)

Required Texts

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UC MERCED EXTENSION EDUCATION PROGRAMS
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EDUC X301: Foundations of Education (3 units)

Fall 2018

Class Location: TBA

Class Meeting Times: TBA

Instructors: Kevin S. Reimer, PhD
Lynn C. Reimer, PhD
Office Hours: By appointment
Contact: kreimer@ucmerced.edu or 209-238-8639
lreimer@ucmerced.edu or 209-238-8639

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4. Practice restorative justice and authentic care.
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TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator

I. Course Description: EDUC X301 considers the implications of historical and contemporary American social issues on child and adolescent learning. The course will emphasize K-12 education in diverse contexts, with a focus on poverty, stereotype threat, and immigration. Education policy will be critically evaluated in terms of student retention and success. The course will require candidates to integrate content into a personal philosophy of education and teaching.

II. Course Goal and Outcomes

- a. **Course Goal:** The primary course goal is to provide candidates with a suitable foundation (historical, sociological, economic) for a cogent, personal philosophy of K-12 education and teaching.
- b. **Learning Outcomes:** Course Student Learning Outcomes (CSLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Institutional Learning Outcomes (ILOs).

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- c. ***Literacy Definition and Course Component:*** CSLO 1, 2
 Digital literacy includes “the ability to effectively plan and monitor the efficacy of strategies used to search and manage the wealth of information available online, and the knowledge to appropriately vet and integrate those information sources. Therefore, digital literacy requires effective self-regulated learning (SRL) skills, and availing epistemic cognition (EC)” (Greene, Seung, & Copeland, 2014, p. 55).
- d. ***English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:*** CSLO 1, 3
- e. ***Inclusive Instruction Course Component:*** CSLO 2, 3, 4
- f. ***Technology Course Component:*** CSLO 4

CSLOs & Assessments	Grading
CSLO 1: Candidates will evaluate historical issues influencing child and adolescent learning in American K-12 education (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7). Assessment: CRBs, SIPs	Description, Points, Weight: see below
CSLO 2: Candidates will consider the implications of poverty for equitable access to educational resources (TPE 1, 2, 4; PLOs 1, 4, 5, 6, 7). Assessment: CRBs, SIPs, PET	Description, Points, Weight: see below
CSLO 3: Candidates will critically identify implications of stereotype threat and contemporary immigration policy for student learning (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7). Assessment: CRBs, SIPs, PET	Description, Points, Weight: see below
CSLO 4: Candidates will apply historical, sociological, and economic insights to educational policy as relevant to K-12 learning (TPE 1, 2, 4, 6; PLOs 1, 4, 5, 6, 7). Assessment: CRBs, PET	Description, Points, Weight: see below

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Description of Assessments	Points	Weight	Due Date
<p>Class Participation Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues. A grading rubric for this assignment will be distributed in class.</p>	10	10%	Weekly
<p>Critical Reading Blogs (CRBs) This course includes weekly readings on teaching and learning. Critical engagement with the readings is required. The CRB assignment consists of weekly blog entries (minimum 250 words) on assigned reading. In addition, you must respond to CRB entries of at least two other students per week. Your blog should consider the following: <i>What are the implications of the current reading for child and adolescent learning? Should this content inform my instructional practices? Why or why not?</i> A grading rubric for this assignment will be distributed in class.</p>	25	25%	Weekly
<p>Social Issues Presentation (SIPs) Several contemporary issues are particularly relevant to the retention and success of diverse K-12 learners. These issues are framed by the “secondary” course texts. In groups of 4 or fewer, select a topic/secondary text from the list. Consider this issue in detail. Trace the historical, sociological, and economic roots of the issue. Extend the discussion into the realm of federal and state education policy. What are we doing well? What needs to be remediated? Collaboratively plan and facilitate a 45-minute instructional encounter to suit. All group materials (i.e., lesson plan, power point slides, activities, audio-visual content) should be collectively managed and shared with the instructor using Google Docs. SIP Google Docs lacking evidence of group interaction and full participation from each member will receive a lower grade. A grading rubric for this assignment will be distributed in class.</p>	30	30%	TBD
<p>Philosophy of Education and Teaching (PET) Write a 10-12-page philosophy of education and teaching. A central question should frame your document; namely, “how will I facilitate equitable and accessible student learning in a diverse region struggling with poverty?” Your philosophy of education and teaching should begin with a classroom “case study” or example from your current or anticipated teaching context. Use the case study to frame discussion of relevant social issues inclusive of (a) historical, (b) sociological, and (c) economic perspectives. The final section of your paper should address the issue and framing in terms of a selected approach to education and teaching. The PET should answer the implicit reader question, “how will this approach to education and teaching be transformative for children and adolescents living in settings with limited resources?” A grading rubric for this assignment will be distributed in class.</p>	30	35%	Last day of class

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III. Format and Procedures: This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

IV. Course Requirements

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
 1. Absences may impact a candidate’s final grade.
 2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
 3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
- iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
- v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

vi.

b. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. ***Time Expenditure***

EDUC X301 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Class Sessions	45 hours
Weekly Reading	45 hours
CRBs	10 hours
SIPs	15 hours
PET	20 hours
Total	135 hours

V. Grading Procedures: All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

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	%
Participation	10
CRBs	25
SIPs	30
PET	35
Total	100%

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- VI. Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- VII. Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.

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VIII. Tentative Weekly Schedule

EDUC X301 TENTATIVE SCHEDULE (subject to change)			
Week	Topic	Before Class	Due
1	<i>Welcome, introductions, and overview.</i> <u>Topic:</u> Education and colonial America. <u>Topic:</u> Understanding social change (history, sociology, economics). <u>Topic:</u> Student teaching.	Canvas Week 1	
2	<i>Has American education changed society or vice versa?</i> <u>Topic:</u> What is the Enlightenment? <u>Topic:</u> Social, cultural, and economic capital. <u>Topic:</u> What is skill in teaching? What is the connection between teacher beliefs and teacher behavior?	Canvas Week 2 Rury, Chapter 1 <i>The Skillful Teacher</i> , Chapters 1 & 2	CRB 1
3	<i>American education in the Victorian Era.</i> <u>Topic:</u> Emergence of modern schools. <u>Topic:</u> Urbanization and education. <u>Topic:</u> Introduction to inclusive teaching.	Canvas Week 3 Rury, Chapter 2. <i>The Inclusive Classroom</i> , Chapter 1	CRB 2
4	<i>Education after reconstruction.</i> <u>Topic:</u> Ethnicity, gender, race. <u>Topic:</u> Industrialization and poverty. <u>Topic:</u> Collaboration: partnerships and procedures.	Canvas Week 4 Rury, Chapter 3 <i>The Inclusive Classroom</i> , Chapter 2	CRB 3
5	<i>Progressivism.</i> <u>Topic:</u> Why Dewey? <u>Topic:</u> Education as utility. <u>Topic:</u> Teaching students with higher-incidence disabilities.	Canvas Week 5 Rury, Chapter 4 <i>The Inclusive Classroom</i> , Chapter 3	CRB 4

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6	<p><i>A challenge to Enlightenment ideals.</i></p> <p><u>Topic:</u> The Great War and Holocaust. <u>Topic:</u> Now what? Doubling down, post-modernity.</p> <p><u>Topic:</u> Teaching students with autism and lower-incidence disabilities.</p>	<p>Canvas Week 6</p> <p>Rury, Chapter 5</p> <p>Freire, Chapter 1</p> <p><i>The Inclusive Classroom,</i> Chapter 4</p>	CRB 5
7	<p><i>Utility 2.0.</i></p> <p><u>Topic:</u> Education, vocation, and reform. <u>Topic:</u> Banking.</p> <p><u>Topic:</u> Teaching students with other special learning needs.</p>	<p>Canvas Week 7</p> <p>Rury, Chapter 6</p> <p>Freire, Chapter 2</p> <p><i>The Inclusive Classroom,</i> Chapter 5</p>	CRB 6
8	<p><i>Education as empowerment.</i></p> <p><u>Topic:</u> Power in the classroom. <u>Topic:</u> The importance of dialogue.</p> <p><u>Topic:</u> Effective differentiated instruction for all students.</p>	<p>Canvas Week 8</p> <p>Freire, Chapter 3</p> <p><i>The Inclusive Classroom,</i> Chapter 6</p>	CRB 7
9	<p><i>The dangers of relativism. Whose values? Which learning?</i></p> <p><u>Topic:</u> Tradition and poverty. <u>Topic:</u> Tradition-sensitive instruction.</p> <p><u>Topic:</u> Response to intervention and multi-tiered systems of support.</p>	<p>Canvas Week 9</p> <p>Freire, Chapter 4</p> <p><i>The Inclusive Classroom,</i> Chapter 7</p>	CRB 8
10	<p><i>Identity and learning.</i></p> <p><u>Topic:</u> Erikson, McAdams, reciprocity. <u>Topic:</u> Identity and stereotypes.</p> <p><u>Topic:</u> Improving motivation and social behavior.</p>	<p>Canvas Week 10</p> <p>Steele, Chapters 1-3</p> <p><i>The Inclusive Classroom,</i> Chapter 8</p>	CRB 9

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11	<i>Identity interrupted—stereotype threat.</i> <u>Topic:</u> Cultural mismatch. <u>Topic:</u> Immigration policy. <u>Topic:</u> Promoting inclusion with classroom peers.	Canvas week 11. Steele, Chapters 4-8 <i>The Inclusive Classroom,</i> Chapter 9	CRB 10
12	<i>Identity plural.</i> <u>Topic:</u> Peer-peer learning, learning assistants. <u>Topic:</u> STAMINA. <u>Topic:</u> Improving attention and memory.	Canvas week 12. Steele, Chapters 8-11 <i>The Inclusive Classroom,</i> Chapter 10	CRB 11
13	Social Issues Presentations	SIP Prep	SIP
14	Social Issues Presentations	SIP Prep	SIP
15	Social Issues Presentations	SIP Prep	SIP Philosophy of Education and Teaching Due

Required Texts

Freire, P. (2000). *Pedagogy of the oppressed*. London: Bloomsbury.

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.*

Rury, J. (2015). *Education and social change: Contours in the history of American schooling*. New York: Routledge.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher*. Acton, MA: Research for Better Teaching.*

Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: Norton.

* This resource/text is used in multiple courses.

Secondary Texts (optional purchase TBD after in-class discussion; see Description of Assessments)

Baptist, W., & Rehmann, J. (2011). *Pedagogy of the poor: Building the movement to end poverty*. New York: Teachers College Press.

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Majors, Y. (2015). *Shoptalk—Lessons in teaching from an African American hair salon*. New York: Teachers College Press.

Pratt, C. (2014). *I learn from children: An adventure in progressive education*. New York: Grove Press.

Zentella, A. (2005). *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Press.

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**Faculty, Program Supervisor and District-Employed Supervisor Orientation
Fall 2018**

1. Introductions
2. Tour of facility (classrooms, restrooms, copy room, kitchen, etc.)
3. Faculty Handbook
 - a. General Information
 - b. Employment Information
 - c. Course-related Information
 - i. Preparing for a new course (Canvas, etc.)
 - ii. Course-related materials and resources
 - iii. Grading policies, enrollment and attendance requirements
 - iv. Course evaluations
 - d. Student Information
 - i. Adult learners
 - ii. Communicating with students
 - iii. Students with disabilities
 - iv. Academic integrity and misconduct
 - e. Facilities Information and Technology
 - i. Location, schedule and classroom etiquette
 - ii. Classroom technology and onsite technology support
 - iii. Safety and security
4. Student Policies and Resources Handbook
 - a. Academic and Enrollment Policy Information
 - b. Resources for Students
5. Clinical Practice Handbook
 - a. Student responsibilities
 - b. Faculty/Mentor responsibilities
 - c. Evaluations
6. Admission Requirements for Candidates (students)
 - a. Online Application
 - b. Supporting Documents
 - c. Interview
7. Program Overview
 - a. Courses
 - b. Clinical Practice
 - c. State Certification Requirements (and Pearson website)
 - i. CSETs
 - ii. RICA
 - iii. CalTPA (new beginning Fall, 2018)
8. Portfolio Table of Contents (Academic Advising)
9. Program Assessment



UC MERCED PHOTO/VIDEO/AUDIO RECORDING RELEASE

I understand that the photograph(s) or video or audio recording(s) taken of me by agents, employees or representatives of The Regents of the University of California (hereinafter "University") shall be used in connection with the University's dissemination of information on its public service and academic programs to the general public.

I hereby irrevocably authorize the University to copy, exhibit, publish or distribute any and all such images and audio of me or wherein I appear, including composite or artistic forms and media, for purposes of publicizing University programs or for any other lawful purpose. In addition, I waive any right to inspect or approve the finished product, including written copy, wherein my likeness appears.

I hereby hold harmless and release and forever discharge the University from all claims, demands and causes of action which I, my heirs, representatives, executors, administrators or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

Signed _____ Date _____

Printed Name _____ Phone _____

E-mail address _____

Street Address _____

If person signing is under age 18, parent or guardian must consent as follows:

I hereby certify that I am the parent of guardian of _____, the minor named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Printed Name _____

Street Address _____

UC MERCED EXTENSION EDUCATION PROGRAMS
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**EDUC X408: Integrated Physical Sciences, Math and Scientific Literacy
(3 units)**

Fall 2018
Class Location: TBA
Class Meeting Times: TBA

Instructor: Lynn C. Reimer, PhD
Office Hours: By appointment
Contact: lreimer@ucmerced.edu or 208.228.8639

UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).

Mission

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

Vision

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

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

Extension Education Programs Learning Outcomes (EPLOs)

The UCM EXT Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the UCM EXT Teacher Preparation Program will be able to:

Cultural Responsivity and Values (CRV): demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

Content Knowledge (CK): master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

Communication and Information Literacy (CIL): effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

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Professional Development (PD): deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

The Teacher Preparation Program Learning Outcomes (PLOs)

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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

I. Course Description: EDUC X408.2 provides an integrated approach to Physical Sciences, Mathematics and Scientific Literacy inclusive of effective pedagogy. The focus is to examine and understand the curriculum and strategies that make science and mathematics learning available to all children, how children develop science and mathematics understanding and how assessments help guide meaningful instructional practices. Learning is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.

II. Course Goal and Outcomes

- a. **Course Goal:** The primary course goal is to provide candidates the opportunity to develop a deep conceptual understanding and mastery of the Physical science concepts (embedded in the Next Generation Science Standards; NGSS) and the mathematics standards (embedded in the California Common Core State Standards; CCSS) and how to integrate these across all content areas.

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This course facilitates collaboration among candidates to foster creativity and critical thinking that promote effective science and math instruction across content disciplines and grades, benefitting culturally, ethnically, and linguistically diverse learners.

- b. **Learning Outcomes:** Course Student Learning Outcomes (CSLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Institutional Learning Outcomes (ILOs).
- c. **Literacy Definition and Course Component:** CSLOs 1, 3, 4, 5
 Scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity (NAS, 1996, p. 22).
- d. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CSLOs 1, 2, 4, 5
- e. **Inclusive Instruction Course Component:** CSLOs 1, 2, 3, 4, 5, 6
- f. **Technology Course Component:** CSLOs 1, 2, 3, 4, 5

CSLOs & Assessments	Grading
<p>CSLO 1: Candidates will critically evaluate scientific, engineering and mathematical practices to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7).</p> <p>Assessment: Class Participation and Journal; Critical Reading Blogs (CRBs); Getting to Know Your Students; Content to Practice; Lesson Reflection and Application</p>	<p>Description, Points, Weight: see below</p>
<p>CSLO 2: Candidates will use scientific, engineering and mathematical practices to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).</p> <p>Assessment: Class Participation and Journal; Critical Reading Blogs (CRBs); Getting to Know Your Students; Content to Practice; Lesson Reflection and Application</p>	<p>Description, Points, Weight: see below</p>
<p>CSLO 3: Candidates will apply their understanding of scientific, engineering and mathematical practices to organize subject matter for student learning, inclusive of scientific literacy instruction (TPE 3; PLOs 3, 6, 7).</p> <p>Assessment: Class Participation and Journal; Critical Reading Blogs (CRBs); Getting to Know Your Students; Content to Practice; Lesson Reflection and Application</p>	<p>Description, Points, Weight: see below</p>
<p>CSLO 4: Candidates will apply scientific, engineering and mathematical practices as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p>Assessment: Class Participation and Journal; Critical Reading Blogs (CRBs); Getting to Know Your Students; Content to Practice; Lesson Reflection and Application</p>	<p>Description, Points, Weight: see below</p>
<p>CSLO 5: Candidates will consider scientific, engineering and mathematical practices as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).</p> <p>Assessment: Class Participation and Journal; Critical Reading Blogs (CRBs); Getting to Know Your Students; Content to Practice; Lesson Reflection and Application</p>	<p>Description, Points, Weight: see below</p>

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<p>CSLO 6: Candidates will consider whether/how scientific, engineering and mathematical practices intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).</p> <p>Assessment: Class Participation and Journal; Critical Reading Blogs (CRBs); Lesson Analysis; Getting to Know Your Students; Lesson Reflection and Application</p>	<p>Description, Points, Weight: see below</p>
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Description of Assessments	Points	Weight	Due Date
<p>Class Participation and Math/Science Journal Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues. A grading rubric for this assignment will be distributed in class.</p>	15	15%	Weekly
<p>Critical Reading Blogs (CRBs) This course includes weekly readings. Critical engagement with the readings is required. The CRB assignment consists of weekly blog entries (minimum 250 words) on assigned reading. In addition, you must respond to CRB entries of at least two other students per week. Your blog should consider the following: <i>What are the implications of the current reading for science and math instruction?</i> <i>Apply the current reading to 3- 4 TPE subcomponents, such that you have interacted with all 45 by the end of the term.</i> A grading rubric for this assignment will be distributed in class.</p>	15	15%	Weekly
<p>Lesson Analysis You will observe a teacher conduct a science lesson (in a formal or informal environment). At the TK/K level, this may include whole group and small group instruction and stations, while upper grades may be entirely whole group instruction. You will analyze the lesson in light of the course content and TPEs. A grading rubric for this assignment will be distributed in class.</p>	10	10%	Week 7
<p>Getting to Know Your Students You will identify three focus students in your class and locate and apply their current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. A grading rubric for this assignment will be distributed in class.</p>	10	10%	Week 11

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Description of Assessments	Points	Weight	Due Date
<p>Content to Practice: Lesson Planning, Design and Implementation Using the BSCS 5E Instructional Model, you will plan, design and implement a lesson which integrates math and science, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies (see TPE 4.4). This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1.</p> <p>A grading rubric for this assignment will be distributed in class.</p>	30	30%	Week 13 – Discuss Lesson with Colleagues Week 14 - Implement
<p>Lesson Reflection and Application: Annotated Video Recording of Lesson, Written Reflections and Video or Written Application You will annotate your video with titles and brief rationales for your teaching practices. You will reflect on your own teaching and level of subject matter and pedagogical knowledge with respect to the whole class and your three focus students. You will explain how what you learned during this assessment will advance your teaching practice and describe the next instructional steps for your students. This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1.</p> <p>A grading rubric for this assignment will be distributed in class.</p>	20	20%	Week 15

III. Format and Procedures: This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

IV. Course Requirements

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
 1. Absences may impact a candidate’s final grade.
 2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
 3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be

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turned in within one week of its due date. Work turned in later than one week will receive no credit.

- iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
- v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

b. **Technology Policy**

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. **Time Expenditure**

EDUC X408.2 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Class Sessions	45 hours
Weekly Readings	30 hours
CRBs	15 hours
Lesson Analysis	5 hours
Getting to Know Your Students	5 hours
Content to Practice	20 hours
Lesson Reflection and Application	15 hours
Total	135 hours

Note: Hours spent in clinical practice (e.g., implementing a lesson) are part of your Teaching Practicum and are not considered part of your hours for this course.

- V. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Participation	15
CRBs	15
Lesson Analysis	10
Getting to Know Your Students	10
Content to Practice	30
Lesson Reflection and Application	20
Total	100%

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Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- VI. Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- VII. Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
- VIII. Tentative Weekly Schedule** (Outlined as if offered during Fall or Spring Semester for 15 weeks. For summer, multiple sessions are taught in a single week).

TENTATIVE SCHEDULE (subject to change)			
Week	Topic	Before Class	Due
1	<i>Welcome, introductions, and overview.</i> <i>How do engineers solve problems?</i> Course: BSCS 5E Instructional Model; Integrating Science and Math; CCSS and NGSS Science: Defining and Delimiting an Engineering Problem; Developing Possible Solutions; Optimizing the Design Solution	Canvas Week 1 Assigned Readings	

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Week	Topic	Before Class	Due
2	<i>How do particles combine to form the variety of matter one observes?</i> <u>Science</u> : Structures and Properties of Matter <u>Math</u> : Fractions, Decimals, Percent(s) and Ratios	Canvas Week 2 Assigned Readings	CRB 1 Journal
3	<i>How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?</i> <u>Science</u> : Chemical Reactions <u>Math</u> : Dimensional Analysis	Canvas Week 3 Assigned Readings	CRB 2 Journal
4	<i>What forces hold nuclei together and mediate nuclear processes?</i> <u>Science</u> : Nuclear Processes <u>Math</u> : Fractions, Decimals, Percent(s) and Ratios	Canvas Week 4 Assigned Readings	CRB 3 Journal
5	<i>How can one predict an object's continued motion, changes in motion, or stability?</i> <u>Science</u> : Forces and Motion <u>Math</u> : Geometry	Canvas Week 5 Assigned Readings	CRB 4 Journal
6	<i>What underlying forces explain the variety of interactions observed?</i> <u>Science</u> : Types of Interactions <u>Math</u> : Geometry	Canvas Week 6 Assigned Readings	CRB 5 Journal
7	<i>What is energy?</i> <u>Science</u> : Definitions of Energy <u>Math</u> : Algebraic Thinking, Equations and Functions	Canvas Week 7 Assigned Readings	CRB 6 Journal Lesson Analysis
8	<i>What is mean by conservation of energy? How is energy transferred between objects?</i> <u>Science</u> : Conservation of Energy and Energy Transfer <u>Math</u> : Probability and Data Analysis	Canvas Week 8 Assigned Readings	CRB 7 Journal
9	<i>How are forces related to energy?</i> <u>Science</u> : Relationship Between Forces and Energy <u>Math</u> : Probability and Data Analysis	Canvas Week 9 Assigned Readings	CRB 8 Journal

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Week	Topic	Before Class	Due
10	<p><i>How do food and fuel provide energy? If energy is conserved, why do people say it is produced or used?</i></p> <p><u>Science</u>: Energy in Chemical Processes and Everyday Life <u>Math</u>: Probability and Data Analysis; Number Sense</p>	<p>Canvas Week 10</p> <p>Assigned Readings</p>	<p>CRB 9 Journal</p>
11	<p><i>How are waves used to transfer energy and information?</i></p> <p><u>Science</u>: Wave Properties <u>Math</u>: Probability and Data Analysis; Mastering Basic Facts</p>	<p>Canvas Week 11</p> <p>Assigned Readings</p>	<p>CRB 10 Journal</p> <p>Getting to Know Your Students</p>
12	<p><i>What is light? How can one explain the varied effects that involve light? What other forms of electromagnetic radiation are there?</i></p> <p><u>Science</u>: Electromagnetic Radiation <u>Math</u>: Probability and Data Analysis; Mastering Basic Facts</p>	<p>Canvas Week 12</p> <p>Assigned Readings</p>	<p>CRB 11 Journal</p>
13	<p><i>Class discussions and presentations</i></p>	<p>Canvas Week 13</p> <p>Assigned Readings</p>	<p>CRB 12 Journal</p> <p>Content to Practice</p>
14	<p><i>How are instruments that transmit and detect waves used to extend human senses?</i></p> <p><u>Science</u>: Information Technologies and Instrumentation <u>Math</u>: Probability and Data Analysis; Multiplication and Division</p>	<p>Canvas Week 14</p> <p>Assigned Readings</p>	<p>CRB 13 Journal</p>
15	<p><i>How are engineering, technology, science and society interconnected?</i></p> <p><u>Science</u>: Interdependence of Science, Engineering and Technology; Influence of Engineering, Technology and Science on Society and the Natural World <u>Math</u>: Probability and Data Analysis</p>	<p>Canvas Week 15</p> <p>Assigned Readings</p>	<p>CRB 14</p> <p>Lesson Reflection and Application</p>

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Required Texts

Lewin, W., & Goldstein, W. (2012). *For the love of physics: From the end of the rainbow to the edge of time-a journey through the wonders of physics*. Simon and Schuster.

National Council of Teachers of Mathematics (NCTM). (2014). *Principles to actions: Ensuring mathematical success for all*.*

Required Resources (available online or in Canvas)

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006). *The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.*

California Department of Education - Common Core State Standards (CCSS) and Resources*
<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics*
<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarAug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* <https://www.cde.ca.gov/be/st/ss/documents/finaLeLaccsstandards.pdf>

The Next Generation Science Standards (NGSS) – California* <https://www.nextgenscience.org/california>

Marshall, J. (2013). *Succeeding with inquiry in science and math classrooms*. ASCD.*

Murphy, A., Grooms, J., Enderle, P., Hutner, T., & Sampson, V. (2016). *Argument-Driven inquiry in physical science: Lab investigations for grades 6-8*. Arlington, VA: NSTA Press.

National Academy of Sciences. (1996). *National Science Education Standards*. National Academy Press, Washington, D.C.

Schweingruber, H., Beatty, A., & National Academies of Sciences, Engineering, and Medicine. (2017). *Seeing students learn science: Integrating assessment and instruction in the classroom*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/23548>.*

Spiegel, J. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Adapted from the National Research Council. San Diego County Office of Education.*

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.*

Recommended Resources (Selected readings will be provided in Canvas)

Van de Walle, J., Karp, K. & Bay-Williams, J. (2014). *Elementary and middle school mathematics: Teaching developmentally (9th edition)*. New York: Addison & Wesley*

Marcarelli, K. (2010). *Teaching science with interactive notebooks*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-5403-7*

UC MERCED EXTENSION EDUCATION PROGRAMS
TEACHER PREPARATION PROGRAM

Morgan, E., & Ansberry, K. (2017). *Picture-Perfect STEM lessons, K-2: Using children's books to inspire STEM Learning*. Arlington, VA: NSTA Press.*

Morgan, E., & Ansberry, K. (2017). *Picture-Perfect STEM lessons, 3-5: Using children's books to inspire STEM Learning*. Arlington, VA: NSTA Press.*

*This resource/text is used in multiple courses.

University of California, Merced
 Teacher Preparation Program Candidate Portfolio

Letter to the Reader	
Program Requirements	Advisor Approval
<ul style="list-style-type: none"> • Education Plan 	
<ul style="list-style-type: none"> • Professional Development Training 	
California Commission on Teacher Credentialing	Documents Included
<ul style="list-style-type: none"> • Proof of Subject Matter Proficiency (e.g., CSET) 	
<ul style="list-style-type: none"> • Copy of Work Contract 	
<ul style="list-style-type: none"> • Proof of Teaching Permit (PIP, STP, Intern) 	
<ul style="list-style-type: none"> • Proof of CalTPA Completion 	
<ul style="list-style-type: none"> • Proof of RICA Completion (MS only) 	
<ul style="list-style-type: none"> • Copy of CPR Certification 	
<ul style="list-style-type: none"> • Copy of Current TB Test (good for 3 years) 	
<ul style="list-style-type: none"> • Copy of Certificate of Clearance 	
Demonstration of Teaching Ability	University Mentor(s) Signature and Candidate Signature
<ul style="list-style-type: none"> • Midterm Evaluation Summary 	
<ul style="list-style-type: none"> • Final Evaluation Summary 	
<ul style="list-style-type: none"> • Cooperating Teacher Evaluation(s) 	
Course Projects	Faculty Approval
<ul style="list-style-type: none"> • Philosophy of Education and Teaching (301) 	
<ul style="list-style-type: none"> • Integrated 4-week Unit (302) 	
<ul style="list-style-type: none"> • Diversity/Inclusion Lessons and Reflection (311) 	
<ul style="list-style-type: none"> • Integrated Content Lessons (312) 	
<ul style="list-style-type: none"> • Educational Narrative (401) 	
<ul style="list-style-type: none"> • Clinical Practice (303, 304, 305) 	
<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 	
Copy of Exit Interview	Advisor Approval
Copy of Individual Development Plan	Advisor Approval
Letters of Recommendation	