SINGLE SUBJECT STUDENT TEACHING OVERVIEW

Please review the following information and fill out the required Single Subject Student Teaching Request form at the following link by May 13, 2016.

English or Social Science http://goo.gl/forms/XQdggd40sp
Math or Science http://goo.gl/forms/e7vTfqJkkt
*You must use your UCSC email address to access this form.

In addition to academic coursework, the UCSC MA/ Credential Program provides a three-quarter student teaching experience that allows candidates to participate in public school classrooms throughout the year. You will have the opportunity to work with two different cooperating teachers at different times during the school year. In addition to the support of cooperating classroom teachers, exemplary classroom teachers work as student teaching supervisors. In their role as supervisors, they support student teacher development by teaching courses and observing student teachers in the classroom placements.

For single subject candidates, the first placement, EDUC 200: Beginning Student Teaching, starts within the first few days of the public school’s academic calendar (start dates vary for districts between mid- August to early September) and continues through December (according to the public school’s academic calendar). Students participate in placement classrooms as observers or visitors for a minimum of ten hours during the first few weeks of school, carefully working around the summer course schedule. Students must schedule the ten hours outside of UCSC course meetings.

The MA/ Credential Program’s Summer Bridge (from Sept.6- Nov. 18) serves as an early start to the fall courses, including student teaching. During this time, teacher candidates begin a weekly schedule in their placement classroom as an assistant/ observer (approximately 16 hours per week). Once the fall quarter begins at UCSC, candidates take on more responsibilities in the placement classrooms as defined by their university supervisor and cooperating teacher.

The second placement starts in November. During this second placement, students complete EDUC 201: Intermediate Student Teaching (Winter) and EDUC 202: Advanced Student Teaching (Spring). In the spring, this placement is full-time and continues until the end of the public school’s calendar (early to mid-June). Please note that teacher candidates also follow the winter and spring breaks of their student teaching placement school (TBD) and NOT the UCSC academic breaks, unless the two coincide.

Once the second placement begins, students arrange their schedules to be at their school site daily for the two periods they teach or co-teach, lunch and prep periods. When not teaching, students should be observing other teachers and planning. If assigned to a school on block schedule, we will adjust the schedule accordingly.
Each student teacher is required by the California Commission on Teacher Credentialing to have experiences in both middle and high school classrooms. Since the time spent in the second student teaching assignment is longer than the first, and the level of participation is more intensive, we recommend that your second student teaching placement should be at the grade level you prefer to be employed in as a teacher.

For example, students who want to teach middle school are ordinarily placed at a high school for the first student teaching assignment and middle school for the longer second student teaching assignment. Student teaching culminates with full responsibility for all aspects of classroom instruction, planning, grading, and parent contacts in two courses for at least one public school grading period.

We work closely with our school district partners to arrange the student teaching placements. Candidates complete a placement information form that assists us with making the student teaching placement assignment. Candidates shall not contact schools or teachers to arrange student teaching placements.