

SINGLE SUBJECT STUDENT TEACHING OVERVIEW

Please review the following information and fill out the required [Single Subject Student Teaching Placement Request form](#) by **May 1**. *You will need a 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. Candidates 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, Beginning Student Teaching (EDUC 200), starts within the first few days of the public schools' academic year (depending on the district, from early to mid August) and continues through to the Thanksgiving holiday break (with the exception for students in yearlong placements such as resident teachers). Candidates visit placement classrooms as observers or visitors for a minimum of 15 hours from the first week of school to Labor Day, carefully working around the summer course schedule.

After Labor Day, and in conjunction with the "Summer Bridge" classes on campus, candidates begin a weekly schedule in their placement classroom as an assistant/observer. The Summer Bridge, an unofficial start to some Fall Quarter classes, serves as a "bridge" between the end of summer courses and the official start of the UCSC Fall Quarter. Once Fall Quarter begins at UCSC, candidates take on more responsibilities in the placement classroom as defined by their supervisors and Cooperating Teachers. Candidates in a placement that follows a traditional schedule must be in their placement classroom five days each week; candidates in a placement classroom that follows a block schedule will be at their placement site between three and five days per week; the specific schedule will be arranged with the supervisor. Single-subject candidates are in their placement classrooms for a minimum of 15 hours per week after Labor Day and through the Fall Quarter.

The second placement begins after the Thanksgiving holiday break and follows the public schools' academic calendar. This second placement continues until the end of the placement school's calendar (early to middle June). **Please note that candidates take Spring Break when their placement school is on Spring Break, and NOT during the UCSC Spring Break, UNLESS the two coincide** (we advise candidates to keep their Spring Break plans flexible if the demands of the Teaching Performance Assessment require attention). Candidates are in their second placement classrooms five days a week. Beginning with the Winter Quarter, candidates are in their placement classrooms for 20-25 hours per week through the end of the placement school year.

Once the second placement starts, candidates arrange their schedules to be at their school site campus daily for the **two periods** they teach, lunch, as well as prep periods. When not teaching, candidates should be observing their CT minimally for one class period and planning. If assigned a class on block schedule at a placement site, the schedule will be adjusted accordingly.

We work closely with the schools to arrange the student teaching placements. Candidates complete a digital student teaching placement request form that assists us when making the student teaching placement assignments. **Candidates shall not contact schools or teachers to arrange student teaching placements.**

UCSC follows a ten-week quarter system for courses. During Fall and Winter Quarters single-subject candidates are in placement a minimum of 15 hours per week. After the Thanksgiving holiday break, single-subject candidates are in placement 20-25 hours per week. During the Spring Quarter, candidates take the advanced student teaching seminar and are in their placement daily in accordance with the public school calendar. Bilingual Authorization Program candidates enroll in additional UCSC coursework, EDUC 212A, B, and C: Bilingualism and Bilingualism, a series of three two-credit courses, in the Fall, Winter and Spring Quarters.

This is a very brief overview of the student teaching portion of the UCSC program and is subject to modifications. More details will be discussed in the student teaching orientation in August and during EDUC 200: Beginning Student Teaching seminar, which starts during the Summer Bridge (after Labor Day in September). If you have specific questions prior to Summer Bridge, you may contact the Program Director of Teacher Education or your University Teacher Supervisor.