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UCR Fall 2020 ACADEMIC CALENDAR

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>September 28, 2020</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>October 1, 2020</td>
</tr>
<tr>
<td>Holidays</td>
<td>November 10, 2020</td>
</tr>
<tr>
<td></td>
<td>November 26-27, 2020</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>December 11, 2020</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 12-18, 2020</td>
</tr>
<tr>
<td>For Mentor Teachers:</td>
<td></td>
</tr>
<tr>
<td>Quarterly Progress Reports Due</td>
<td>December 14, 2020</td>
</tr>
</tbody>
</table>
SECTION I

General References
CONTACT INFORMATION

Karen Withey-Smith
EDUC 4 Instructor
- Assigns and evaluates all course assignments including weekly journal reflections
- Monitors Fieldwork hours
- Issues course grades

Leslie Bushong
Staff Director
- Oversees course program development
- Determines school placement assignment
- Recruits and advises pre-service STEM teachers
- Authorizes travel reimbursement requests and stipends

Professor Estela Gavosto
Professor Cathy Lussier
Faculty Directors
- Oversees program development
- Recruits and advises pre-service STEM teachers
- Reviews petitions for course grades

Website:  http://smi.ucr.edu
Location:  1114 Pierce Hall
E-mail:  smi@ucr.edu
CalTeach-SMI
Pathways to Teacher Credential Programs

Starting as Freshman/Sophomore
- EDUC 003
  - Peer Mentor Program
  - CBEST Testing*
- EDUC 004
  - Peer Mentor Program
  - CBEST/CSET Testing**
  - NASC 192/192L

Starting as UCR Upperclassman/Junior Transfer
- EDUC 003
- EDUC 4-NASC 192/192L
  - Peer Mentor Program
  - CBEST/CSET Testing**
  - Upper Division EDUC Courses
  - Classroom Fieldwork Scholarships*
  - Teacher Apprentice Program

YEARS 3&4
- Upper Division EDUC Courses
- CBEST/CSET Testing**
- Classroom Fieldwork Scholarships*
- Teacher Apprentice Program
- Teaching Credential Program** (30 hours of fieldwork required for some programs)

Scholarships: Exam and Professional Reimbursements
- 3 = Tier III Scholarships (up to $4,000)
- 2 = Tier II Scholarships (up to $5,000)
- 1 = Tier I Scholarships (up to $8,000)

* SMI Financial Resources—more details on https://smi.ucr.edu
** Refer to specific teacher credential programs’ admissions criteria for more details.
SECTION II

Mentees
General Expectations: Classroom Code of Conduct and Professional Values

All Mentees are expected to:

- Act as professional representatives of UCR.
- Dress in professional and conservative attire when working at their school site.
  **Suitable Articles of Clothing:**
  - **Women:** Slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, blazers, casual dresses, closed toed shoes.
  - **Men:** Slacks (dress pants), button down shirts, polo shirts (short sleeved shirts with a collar), blazers, closed toed shoes.
- Be punctual and prepared to observe and participate.
- Coordinate your weekly field experience hours with your assigned mentor teacher.
- Maintain regular communication with assigned mentor teacher.
- Be respectful of the teacher as s/he is teaching…NEVER interrupt during a lesson even if you think it’s a really important question…ask it later!
- Be addressed as Mr., Miss, Mrs., or Ms. by classroom students.
COURSE PREPARATION TIMELINE
FALL 2020 ONLY

Before Instruction Begins:

☐ Download Program Handbook from iLearn and bring (either hard copy or digital print) to first day of class meeting.

☐ Obtain Field (classroom) Placement Information - Refer to “Course Materials” in iLearn.

☐ Make arrangements with your assigned Mentor Teacher to establish classroom visitation schedule to begin no later than 2nd week of the quarter.

During Academic Quarter:

☐ Adhere to General Expectations: Classroom Code of Conduct and Professional Values.

☐ Attend EDUC 4 weekly class and adhere to requirements as described in course syllabus.

☐ Complete and document field work requirements:

MODIFIED to adapt to school districts’ responses to COVID-19

❖ 5 purpose driven check-in interactions with mentor teacher. Each purpose driven could result in multiple virtual exchanges to simulate natural interactions. Coordinate with assigned SMI Mentor (classroom) Teacher to set up these virtual check-in sessions.

➢ Virtual check-in methods may include one or more of these formats:
  ✓ Teleconferencing (Zoom, GoogleMeet, Skype, FaceTime, etc.)
  ✓ Email
  ✓ Phone calls

➢ Samples of purpose driven topics -- not restricted to only these topics, check with EDUC 4 instructor for clarifications and additional suggestions:
  ✓ Best practices for lesson planning and implementation
  ✓ Strategies for differentiating instruction
  ✓ Instructional resources you are using during Distance Learning (DL)
  ✓ Strategies for effective and meaningful STEM instruction
  ✓ Strategies to increase student engagement, including during DL
  ✓ Ways students/parents have responded and adjusted to DL

➢ Document each virtual check-in sessions as described on the Documentation of Hours (DOH) form.

❖ 25 hours of activities, assignments, discussions from virtual/taped video classrooms resulting. Assignments will be given by EDUC 4 instructor.

☐ Immediately contact SMI Mentor (classroom) Teacher and EDUC 4 instructor if unable to fulfill the weekly classroom field work responsibilities.

☐ Check weekly on your UCR iLearn (http://ilearn.ucr.edu) account.

☐ Complete weekly online Journal Reflections through UCR iLearn account. Writing prompts will be posted on iLearn.

☐ Plan ahead if you are teaching a lesson. Refer to the “Forms” section in the handbook for financial assistance in purchasing instructional project(s).
MENTEE’S RESPONSIBILITIES CHECKLIST

Throughout the quarter:
___ Maintain updated records on your Documentation of Hours (DOH) form
___ Maintain consistent communication with assigned mentor teacher
___ Attend to EDUC 4 course responsibilities

By 1st Day of Class
___ Bring printed or digital copy of EDUC 4 Handbook (download from iLearn) to class.

To be conducted between Weeks 1 and 2
___ Introduce yourself to your assigned mentor teacher. Establish method(s) for communication that is agreeable to both you and your assigned mentor teacher.

By 10th Week of the Quarter: (Deadline: 12/11/20 F)
___ Complete the SMI Student Survey for EDUC 4 (on iLearn)
___ Complete and record at least 20 classroom hours at the assigned placement (exceptions must be pre-approved by SMI – hours are verified by assigned Mentor Teacher) on the Documentation of Hours Form.

By Monday of Finals Week: (Deadline: 12/14/20 M)
___ Submit completed Documentation of Hours Form.
SMI Classroom Supply Reimbursement
Procedures and Guidelines

An excellent way to develop pre-service training in the classrooms is to develop and implement classroom lessons with mentor teachers. As a way to support your classroom endeavors, SMI offers a modest reimbursement program to help offset costs associated with implementing classroom lessons.

If you wish to seek financial assistance from SMI toward your lesson implementation (up to $25/lesson), please follow the set of instructions listed below:

1. **Before implementation of lesson**
   Submit the “Step 1: APPROVAL FORM” with documents requested in the form to SMI Resource Center. Please allow for 5 to 7 days to review your request and for the items to be purchased/delivered.

2. **After SMI’s Approval**
   - Purchase supplies (*if SMI is unable to furnish these specific items*)
   - Implement lesson
   - Submit “Step 2: REIMBURSEMENT FORM” with itemized paid receipt of items SMI approved for reimbursement.

<table>
<thead>
<tr>
<th>LIST OF UNAPPROVED ITEMS</th>
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<tbody>
<tr>
<td>Food or Beverage Items</td>
</tr>
<tr>
<td>Explosives/Firearms</td>
</tr>
<tr>
<td>Controlled Substances/Narcotics/Dangerous Drugs</td>
</tr>
<tr>
<td>Consultants</td>
</tr>
<tr>
<td>Purchases from University Employees and Near Relatives</td>
</tr>
<tr>
<td>Radioactive Items</td>
</tr>
<tr>
<td>Rental of Real Property</td>
</tr>
<tr>
<td>Repairs to the Plants &amp; Grounds</td>
</tr>
</tbody>
</table>
SECTION III

Documentation of Hours (DOH) Form
EDUC 4 – FALL 2020
DOCUMENTATION OF HOURS (DOH) FORM
VIRTUAL CHECK-IN SESSIONS
(Do not record Atlas/Virtual hours on this form)

First and Last Name ________________________________________ UCR SID # __________ Subject Content  __math  ___science

Mentor Teacher’s Name ________________________________________ School Name ______________ School District ______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Form of virtual communication</th>
<th>Indicate what was the purpose of your virtual check-in (check all that apply)</th>
<th>Briefly describe and reflect on each field entry</th>
</tr>
</thead>
</table>
|      | __ Teleconferencing  ___ Email  ___ Phone calls | __ Best practices for lesson planning and implementation  
___ Strategies for differentiating instruction  
___ Instructional resources you are using during Distance Learning (DL)  
___ Strategies for effective and meaningful STEM instruction  
___ Strategies to increase student engagement, including during DL  
___ Ways students/parents have responded and adjusted to DL | - Attach additional paper, if necessary  
- Attach a pdf copy of email exchanges if virtual check-in was conducted by email |
|      | __ Teleconferencing  ___ Email  ___ Phone calls | __ Best practices for lesson planning and implementation  
___ Strategies for differentiating instruction  
___ Instructional resources you are using during Distance Learning (DL)  
___ Strategies for effective and meaningful STEM instruction  
___ Strategies to increase student engagement, including during DL  
___ Ways students/parents have responded and adjusted to DL | |

Rev. 8/30/20
<table>
<thead>
<tr>
<th>Date</th>
<th>Form of virtual communication</th>
<th>Indicate what was the purpose of your virtual check-in (check all that apply)</th>
<th>Briefly describe and reflect on each field entry</th>
</tr>
</thead>
</table>
|      | __ Teleconferencing __ Email __ Phone calls | - Best practices for lesson planning and implementation  
- Strategies for differentiating instruction  
- Instructional resources you are using during Distance Learning (DL)  
- Strategies for effective and meaningful STEM instruction  
- Strategies to increase student engagement, including during DL  
- Ways students/parents have responded and adjusted to DL | - Attach additional paper, if necessary  
- Attach a pdf copy of email exchanges if virtual check-in was conducted by email |
|      | __ Teleconferencing __ Email __ Phone calls | - Best practices for lesson planning and implementation  
- Strategies for differentiating instruction  
- Instructional resources you are using during Distance Learning (DL)  
- Strategies for effective and meaningful STEM instruction  
- Strategies to increase student engagement, including during DL  
- Ways students/parents have responded and adjusted to DL | |
|      | __ Teleconferencing __ Email __ Phone calls | - Best practices for lesson planning and implementation  
- Strategies for differentiating instruction  
- Instructional resources you are using during Distance Learning (DL)  
- Strategies for effective and meaningful STEM instruction  
- Strategies to increase student engagement, including during DL  
- Ways students/parents have responded and adjusted to DL | |

*To download extra copies of Documentation of Hours form, please visit* [https://smi.ucr.edu/about/documents-and-handbooks](https://smi.ucr.edu/about/documents-and-handbooks).*
SECTION IV

Financial Resources
Submit the following materials to the SMI Resource Center:

- W-9 Form
- CBEST/CSET test results (For verification purposes, SMI will gladly make a copy from the original document.)
- Original receipt of exam payment (e-mail confirmation from CBEST/CSET)
- SMI's Request for Exam & Professional Development Reimbursement Request Form. Upon receipt of reimbursement request, requestees will receive an online SMI Exam Reimbursement Survey

**SPECIAL NOTE:** Students must be active UCR-SMI matriculated students. All students approved for reimbursements are required to agree to: 1) complete an SMI Exam Reimbursement Survey, and 2) allow SMI to identify him/her as a successful examinee for various SMI publications.

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### SMI Exam & Professional Development Reimbursement Program

*(Due to resource and funding limitations, policies, procedure, program availability are subject to changes without advance notice)*

<table>
<thead>
<tr>
<th>Funded Activities</th>
<th>Exam Registration Cost Coverage</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1 Exam Reimbursement</strong></td>
<td>CBEST</td>
<td>$41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide passage and payment documentations for Tier 1 exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 3 (minimum C grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 4 (minimum C grade) or Complete Peer Mentor Program (2 or more terms)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain an updated SMI Program Plan</td>
</tr>
<tr>
<td><strong>Tier 2 Exam Reimbursement</strong></td>
<td>Up to first CSET math/science subtests</td>
<td>$99/math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$133/science Subtest I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$134/science Subtest II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide passage and payment documentations for Tier 2 exam(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 3 (minimum C grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 4 (minimum C grade) or Complete Peer Mentor Program (2 or more terms)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain an updated SMI Program Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pass CBEST exam (documentation required)</td>
</tr>
<tr>
<td><strong>Tier 3 Exam Reimbursement</strong></td>
<td>Up to second and third CSET math/science subtests</td>
<td>$99/math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$133/science Subtest I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$134/science Subtest II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide passage and payment documentations for Tier 3 exam(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 3 (minimum C grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 4 (minimum C grade) or Complete Peer Mentor Program (2 or more terms)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain an updated SMI Program Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pass CBEST (documentation required)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pass one CSET math/science subtest exam (documentation required)</td>
</tr>
<tr>
<td><strong>Post-Tier: Professional Development (PD) Reimbursement</strong></td>
<td>One or more of these activities: -Additional CSET math/science subtests -Professional development workshops/conferences -Professional affiliation memberships -Scholarly STEM-EDUC journals</td>
<td>$125/year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 3 (minimum C grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete EDUC 4 (minimum C grade) or Complete Peer Mentor Program (2 or more terms)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain an updated SMI Program Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participant of the CMST Apprentice Program or Attend 4 TTSM general meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pass CBEST (documentation required)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pass 1 CSET math/science subtests (documentation required)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Minimum GPA of 2.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend PD event in-full</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Debrief with SMI advisor after PD event</td>
</tr>
<tr>
<td><strong>Post-Exam Scholarship</strong></td>
<td>Each SMI advising appointment will be reviewed for eligibility, which will take into consideration the SMI Exam Target Completion Timeline.</td>
<td>$30: CBEST</td>
</tr>
<tr>
<td></td>
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<td>$75: CSET Math</td>
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<td></td>
<td></td>
<td>$100: CSET Science</td>
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<td></td>
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<td>(approx. 75% of exam fees)</td>
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<td>One-time Bonus after foundation level + CBEST have been completed: $40 for each add’l math/science CSET exam (e.g. Math Subtest III, Science Subtest II life sciences, Science Subtest II chemistry, Science Subtest II physics, Science Subtest II earth and space sciences)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completed EDUC 3 (minimum C grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide passage of exam results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Satisfy the contract agreement terms of the SMI Post-Exam Scholarship.</td>
</tr>
</tbody>
</table>

### SMI Exam Target Completion Timeline

<table>
<thead>
<tr>
<th>CBEST</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td>One Subtest: Junior Year</td>
<td>One Subtest (recommended: subtest I, foundation level): Junior Year</td>
</tr>
<tr>
<td></td>
<td>Two Subtests (I &amp; II, foundation level): Summer entering Senior Year</td>
<td>Two Subtests (I &amp; II, subject of your choice): Summer entering Senior Year</td>
</tr>
<tr>
<td></td>
<td>Three Subtest: Senior Year</td>
<td>Additional Subtest II content of your choice: Senior Year</td>
</tr>
</tbody>
</table>

Submit the following materials to the SMI Resource Center.

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Rev. 8/13/20
SMI Supply Request for Classroom Project

STEP #1: APPROVAL FORM

Please complete the following information for approval to purchase classroom supplies needed for an upcoming lesson plan you and your mentor teacher would like to implement.

PLEASE PLAN AHEAD: at least 5 to 7 days advance notice required.

Student’s Name _________________________________ Student ID #_____________________

Mentor Teacher’s Name _______________________________________________________

Mentor Teacher’s signature (approval to implement lesson) _______________________

Proposed lesson implementation date __________

# of class periods you will teach this lesson _________   # of students total ______

In which course are you enrolled? (please circle appropriate course listed below)

EDUC 3      EDUC 4

I. Proposed Lesson Plan: Your proposed lesson plan should explain the purpose and outcome of the lesson. Describe below your proposed lesson plan and attach a formally written lesson plan (5 E or Madeline Hunter lesson design format).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
II. Purchase assistance: List below items you need SMI’s purchasing assistance in order to implement your proposed lesson plan.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

III. Copying assistance: If you have instructional materials (i.e. handouts) that need to be copied, please attach those items and complete the grid below.

<table>
<thead>
<tr>
<th>TITLE OF INSTRUCTIONAL MATERIAL</th>
<th>TOTAL NUMBER OF COPIES</th>
<th>CAN IT BE COPIED BACK-TO-BACK?</th>
<th>SPECIAL INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

IV. With my signature, I agree to follow my proposed lesson plan if approved by SMI. Also, I agree to allow SMI to store and share my lesson plan in its Resource Library located both online and in its Resource Center.

______________________________  ____________________
Student’s Signature            Date

----SMI OFFICE USE ONLY----

Approved by________________________Date________________

Not Approved:____________________Explanation__________________
SMI Supply Request for Classroom Project

STEP #1: APPROVAL FORM

Please complete the following information for approval to purchase classroom supplies needed for an upcoming lesson plan you and your mentor teacher would like to implement.

PLEASE PLAN AHEAD: at least 5 to 7 days advance notice required.

Student’s Name ___________________________________________ Student ID # _______________________

Mentor Teacher’s Name ______________________________________________________________

Mentor Teacher’s signature (approval to implement lesson) ______________________

Proposed lesson implementation date __________

# of class periods you will teach this lesson ______ # of students total ______

In which course are you enrolled? (please circle appropriate course listed below)

EDUC 3       EDUC 4

I. Proposed Lesson Plan: Your proposed lesson plan should explain the purpose and outcome of the lesson. Describe below your proposed lesson plan and attach a formally written lesson plan (5 E or Madeline Hunter lesson design format).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________