

UCLA TEACHER EDUCATION PROGRAM HANDBOOK

Full version of program handbook can be found at
<http://centerx.gseis.ucla.edu/teacher-education/resources>

2011-12

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THE UCLA TEACHER EDUCATION PROGRAM

Mission Statement

We strive to provide excellence in pre-service education and to improve urban schooling for California's racially, culturally, and linguistically diverse children.

The Teacher Education Program (TEP) is part of a larger entity within the Graduate School of Education & Information Studies (GSE&IS) that is called CENTER X. The center is currently home to the Teacher Education Program, Principal Leadership Institute (PLI), and Professional Development through the California Subject Matter Projects (CSMP). The Center is built upon a series of conceptual principles, which include a social justice agenda, and a commitment to the integration of research-based theory and practice. TEP prepares teachers to have the commitment, capacity, and resilience to promote social justice, caring, and instructional equity in low-income, urban schools. The credential candidates work with student populations traditionally under-served by high quality educational programs, especially those students who are racially, culturally and linguistically diverse.

Seven Guiding Principles of Center X

The UCLA teacher education programs are guided by the following seven principles. We believe that these seven principles are important for teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in our program. The seven principles are instantiated in our programs, their prerequisites, coursework and fieldwork.

Principle 1: Social justice guides our theory, practice, and inquiry (reflective, critical, action-oriented, and socially responsive research) and practice. Social justice recognizes the essential value of every student and the need for anti-racism, caring, and instructional equity.

Principle 2: A reciprocal dynamic between theory and practice, based on reflection, inquiry, collaboration, and field experiences, is essential to prepare teachers with the knowledge, skills, and commitment needed to deal with the multiple barriers to educational success for low-income, racially, culturally, and linguistically diverse students. The continuation of this dynamic is necessary for teachers to remain engaged in renewal throughout their careers. This knowledge includes theories and models of culture and first and second language acquisition.

Principle 3: Collaborating with schools, communities and families is essential for change to occur in low performing, hard-to-staff schools which serve low-income, racially, culturally, linguistically diverse populations of students. Change is possible when people are accountable to each other, express themselves authentically, and negotiate common understandings that support collective action. It is only as teacher candidates collaborate with all members of the school community to share in the work of teaching, that trust, mutual understandings, and meaningful relationships are developed, so that they can build and sustain coalitions and shared commitments to help make necessary changes in urban classrooms, schools, and communities (Oakes, Franke Loef, Hunter Quartz, & Rogers, 2002).

Principle 4: Teaching has moral, cultural and political dimensions. Therefore, teachers must assume activist roles and develop strategies to challenge and disrupt the inequities that pervade urban schools in order to successfully serve the needs of racially, culturally, and linguistically diverse students.

Principle 5: Collaborative inquiry within communities of practice and research involving educational researchers, clinical faculty, Guiding Teachers, administrators, and community members guide the theories, content, and process of the teacher education programs and inform changes in the programs as they may develop. Such dialogue provides participants with opportunities to

make their knowledge explicit, to argue and challenge one another's beliefs, and to forge new ways of making sense of existing practice (Oakes, Franke Loef, Hunter Quartz, & Rogers, 2002).

Principle 6: Supportive environments are an essential component for the development of transformative professionals. In order to countervail socialization in many school settings and provide support for novice teachers and interns, a sustained engagement with our teacher education program and peers is needed to promote self-renewal, resiliency and develop a life-long commitment to being social justice educators. Also, through participation and collaboration with one another in supportive environments, teacher candidates feel more comfortable to try new strategies and understandings that stretch their skills and capacities, which in turn lead to the development of new practices.

Principle 7: Our teacher education programs must mirror the diverse, caring, anti-racist, socially responsible learning communities that we seek to create in schools.

The seven guiding principles under-gird the following three purposes of TEP.

Threefold Purposes of TEP

The purpose of the UCLA teacher education programs is threefold:

- To integrate coursework and field experiences, and to prepare program graduates as transformative professionals. A “transformative professional” is based on what Henry Giroux calls a “transformative intellectual”: the educator who has “a social vision and commitment to make public schools democratic public spheres, where all children, regardless of race, class, gender and age can learn what it means to be able to participate fully in a society that affirms and sustains the principles of equality, freedom and social justice” and who has “the courage to take risks, to look into the future, and to imagine a world that could be as opposed to simply what is” (Giroux, 1988, p. 215). A transformative professional goes one step further. He/she actively endeavors to transform the world.
- To support novice teachers and interns in acquiring the skills to provide rigorous academic content that is standards based when they enter the work force in designated urban schools. This establishes a pattern of continuous professional development that leads to the transformation of urban schools and teaching.
- To investigate how to prepare teacher candidates with the commitment, capacity, and resilience to promote social justice, caring and anti-racism in urban schools to student populations traditionally under-served by high quality educational programs, especially low-income racially, culturally, and linguistically diverse students.

Our teacher education programs recognize that there is a critical need to fundamentally re-conceptualize the focus and purpose of our programs to more effectively prepare teachers for the complexities of the challenges facing urban students, especially racial discrimination and the lack of equity and access. We also recognize the urgency to pursue promising directions for developing socially just, anti-racist, caring, and intellectually rich programs in urban schools.

CREENTIAL AND M.ED. PATHWAYS

The Two-Year Graduate Program

The two-year graduate program offers specialized urban teacher preparation in the form of a combined, full-time Preliminary Teaching Credential and Master of Education (M.Ed.) program in teaching for social justice in urban communities. During the Novice Year, students complete required coursework, fieldwork and formative assessments leading to a preliminary teaching credential. Novice teaching takes place in partnership classrooms under the supervision of experienced guiding teachers. At the end of the first year, novices secure employment as full-time teachers of record in our partnership districts. During the Resident Year, residents teach full-time, actively participate in a weekly team seminar, work on induction requirements with their local school district, and complete an Inquiry Project to fulfill the requirements for a Master's of Education degree.

Contact:

IMPACT: Urban Teacher Residency Program

Inspiring Minds through a Professional Alliance of Community Teachers

IMPACT is an innovative 18-month teacher residency program, supported through a partnership between UCLA Center X TEP, the Los Angeles Unified School District and the Los Angeles Small Schools Center. Funded by a federal Teacher Quality Partnership grant, the goal of IMPACT is to improve the quality of teaching and learning in urban schools by developing a network of 180 community teachers and teacher leaders working in the high-need subject areas of math, science, special education and early childhood education within a consortium of innovative preK-12 small autonomous schools and small learning communities. Apprentices engage in foundational coursework during the summer prior to the classroom apprenticeship. Summer coursework is followed by a 10-month apprenticeship with an experienced LAUSD Local District 4 mentor teacher, culminating in a California Preliminary Teaching Credential. The second summer of the program is spent finishing coursework and preparing for a Masters Portfolio Project. IMPACT helps apprentices secure jobs for the fall and supports them to complete their M.Ed. by December, and clear their credential within three years.

Contact:

Joint Mathematics Education Program (JMPEP)

In response to the shortage of highly-qualified secondary mathematics teachers, Center X also partners with UCLA's Mathematics Department to engage seniors in the Joint Mathematics Education Program. Intended for mathematics majors who are considering secondary teaching, JMPEP offers seniors a way to begin taking teacher-education courses in their senior year. JMPEP teacher candidates complete required fieldwork during the summer, under the tutelage of an experienced guiding teacher and supported weekly by a university field supervisor. Upon successful completion of students teaching, JMPEP candidates are employed as full time mathematics teachers with in TEP partnership schools and work towards a master's degree in education.

Contact:

STEP - Science Teacher Education Program

In response to the shortage of highly-qualified secondary science teachers, Center X also partners with academic departments to engage UCLA seniors in the Science Teacher Education Program. The goal of Science Teacher Education Program (STEP) is to accelerate the timeline for highly qualified UCLA undergraduate science majors to become secondary level science teachers in public urban school

Contact:

CREDENTIAL PATHWAYS

TeachLA/TeachCompton Urban Intern Program

The purpose of TeachLA/TeachCompton is to provide an alternative certification pathway for new teachers and career-changers interested in teaching secondary math, social studies, English or science. During the 5-quarter program, participants are employed as full-time teachers or record in LAUSD or CUSD, while completing the coursework required for a Single-Subject Preliminary Teaching Credential in the evening and on weekends. TeachLA/TeachCompton is a collaborative effort among UCLA Graduate School of Education & Information Studies, University Extension (UNEX), the Los Angeles Unified School District (LAUSD), United Teachers Los Angeles (UTLA), and the Compton Unified School District (CUSD).

Contact:

Joint Music/Education Program for UCLA Undergraduates

The UCLA Department of Music, in conjunction with the Graduate School of Education & Information Studies, offers the only music education program in the UC system. Students can earn a California Subject Matter Waiver in music and complete their teaching credential during the senior year of undergraduate studies. The program prepares future music educators to teach in traditional school music programs, cultivates dispositions that encourage innovation and change in the profession, and nurtures socially responsible practices in the classroom and community. This is the only music education program at a public university in California where it is possible to earn a teaching credential as part of a four-year undergraduate degree program.

Contact:

M.ED PATHWAY

Masters in Urban Teaching

The purpose of the UCLA TEP Masters of Education in Urban Teaching program is to sustain and support the growth of experienced teachers on issues within urban schools. Designed as a rigorous 4-quarter program, experienced teachers will have an opportunity to think more deeply about curriculum, instruction, and social issues facing their schools and neighborhood community. Specific attention will be placed on developing critical perspectives on the nature, purpose, and design of curriculum, the interrelationship between theory and practice, and teacher inquiry.

Contact:

CANDIDATE SELECTION

Credential candidates are carefully screened (*see Admissions Application and Interview protocol*), and decisions about admission decisions are made based on the following:

- Subject Matter Competency (university coursework, CSET scores, and CBEST scores)
- Undergraduate GPA (no less than 3.0 earned in the Junior and Senior years)
- Experience in Urban Settings
- Experience with School Aged Children (Professional Background)
- Knowledge of Urban Issues
- Commitment to Social Justice
- Academic and Professional Letters of Recommendation

COMMITMENT TO COLLABORATION

Collaboration is a cornerstone to our teacher preparation work, whether it is through working with Center X and GSE&IS faculty and programs, through joint projects with the wider UCLA community, through our cohort team organization and inner programmatic structure, with partnership districts and schools, neighborhood communities and community organizations or through educational research shared within the field. Rather than seeing our work solely as credentialing individual teachers to work alone in individual classrooms and moving on, we believe that by building our own and our students' commitment to and capacity for working together and sharing knowledge, we strengthen the possibility of creating sustained change in educational practice and policy.

Cohorts

Novices and Residents are immersed in collaboration as a valuable member of a cohort of developing social justice educators. The cohort model provides

- ongoing opportunities for relationship building,
- regular spaces for critical dialogue and inquiry, and
- academic and personal support

This team approach supports our students' development as social justice educators, strengthens their ability to build community in their classrooms and prepares them to work in contexts of diverse workplaces and communities.

Faculty Advisors

Faculty Advisors lead teams and provide additional leadership in the development of TEP programs. In addition to teaching classes, faculty advisors develop and maintain relationships with local urban districts/schools, coordinate field assignments and supervise novices and residents in the field. Novice advisors insure that all novices understand and demonstrate competency in the California Teacher Performance Expectations (TPE), meet eligibility criteria for the preliminary teaching credential and make credential recommendations. They collaborate with guiding teachers throughout novice fieldwork experiences by making regular classroom visitations, providing regular feedback about novice lesson plans and lesson execution, providing support for guiding teachers and collaborating with novices and guiding teachers on an ongoing basis. Resident Advisors insure that all residents increase their competency in the TPEs, make continuous progress in their induction program, and meet the expectations of the Resident Inquiry.

The Community

We believe teachers must learn from and support the well-being of the communities that we serve. We see communities as rich sources of knowledge, culture and hope for our students. We take an alliance-building approach to our work with families, communities and community-based organizations, seeing them as valuable assets, rather than obstacles to overcome. This means we must help our students think about ways of approaching and working with communities they may not know well; or think about how to re-acquaint and reorient themselves with communities they may know well, but will serve in a new capacity. Students cannot take for granted that the ideas they have about low-income communities are correct, whether they are from those communities or elsewhere, but must actively question these ideas. They must think about what practices limit or open up possibilities to form strong alliances with the community, and

emulate or create better pedagogy. To accomplish this, we provide ongoing opportunities for students to become knowledgeable about the nature of our communities, their resources, the issues that confront them, and the families that make them. As they learn these things, they will more effectively tap into, rather than deny, their students' cultural resources as they teach and work to make schools better. Therefore, a vital part of their work is exploring and learning about the communities in which they will be working, partnering with community-based organizations, and using what is discovered to: 1) make teaching and learning culturally relevant; 2) provide powerful learning experiences for students, and 3) actively engage in the transformation of urban schools and educational policy.

Our Partnership Districts

Los Angeles Unified School District & Compton Unified School District

Since 1995, TEP has prepared more than one thousand new teachers to take positions in schools serving low-income communities of color in the greater Los Angeles area. While nationally, fewer than six percent of all education graduates express a desire for urban school placements, for our TEP graduates, teaching in such schools defines their professional identity. Moreover, approximately 80% of the graduating classes are still in education after five years, in stark contrast to the more than half of teachers nationally who leave urban schools within the first three to five years of their career. TEPs commitment to building strong collaborative relations with partnership districts is one response to inequity in education.

As a teacher education program, our goal at UCLA is to build a strong body of committed social justice urban educators who have the skills and power to impact the lives of students who attend school in our partnership districts and live in the surrounding neighborhoods and communities. To accomplish this goals, we strive to: 1) provide high quality teachers to urban students in historically understaffed areas; 2) place our teachers in schools that serve students from low-income and racially, culturally and linguistically diverse backgrounds; and 3) provide regular support to our teachers at their urban school sites.

TEP concentrates its school reform efforts by developing strong partnerships with the Los Angeles Unified School District and the Compton Unified School District.

THE NOVICE YEAR

THE NOVICE YEAR

Faculty advisors, guiding teachers/mentors, instructors and administrative staff work collaboratively to support students in meeting the following requirements for succeeding in the novice year:

- ✓ Satisfactory and timely completion of all coursework
- ✓ Successful completion of all fieldwork
- ✓ Satisfactory performance on measures of teacher effectiveness, including the Performance Assessment for California Teachers (PACT) Teaching Event
- ✓ Additional state mandated pre-service clearance and requirements as specified by the California Commission on Teacher Credentialing, and monitored by the GSE&IS Office of Student Services (OSS)

Novice Coursework

The schedule is designed with primary emphases on understanding the complexities of urban schooling, developing strong, research-based content pedagogy, and connecting theory with practice in the field. The novice course load is heavy during Fall quarter, and gradually lessens as student teaching hours increase. We use a cohort system, which means that all courses are scheduled by cohort. Novices are required to make continuing progress with coursework and fieldwork, as specific courses are not repeated. Grades are satisfactory/unsatisfactory or by letter. At the graduate level, below a “B” is considered a fail.

TEP support staff assists students in registering for classes and monitoring coursework. However, **novices are responsible for enrolling in the appropriate courses and being aware of registration deadlines and tasks. All registration communication is done via email, so it is the novice’s responsibility to ensure that he/she has a current email address on file, and that they check their email regularly.**

Contact Information:

TEP Program Manager

STEP/JMEP Program Manager

TEP and IMPACT Program Coordinator

Teach LA/Teach Compton Program Manager

2011 – 2012 ACADEMIC CALENDAR

**Subject to change*

***All students are required to attend TEP courses and events scheduled once the quarter begins, which is usually 3-5 days prior to when instruction begins.**

Fall Quarter 2011

Quarter begins	Monday, September 19
TEP Orientation	Monday - Thursday, September 19- 22
Instruction begins	Thursday, September 22
Veterans Day Holiday	Friday, November 11
Thanksgiving Holiday	Thursday – Friday, November 24 – 25
Novice Conferences	Monday- Friday, December 5 -9
Final examinations	Monday – Friday, December 5 - 9
Quarter ends	Friday, December 9

Winter Quarter 2012

Quarter begins	Wednesday, January 4
Methods Frontloading	Wednesday- Friday, January 4-6
Instruction begins	Monday, January 9
Martin Luther King, Jr. holiday	Monday, January 16
President's Day holiday	Monday, February 20
Novice Conferences	Monday- Friday, March 19- 23
Final examinations	Monday – Friday, March 19- 23
Quarter ends	Friday, March 23

Spring Quarter 2012

Quarter begins	Wednesday, March 28
Cesar Chavez Holiday	Friday, March 30
Instruction begins	Monday, April 2
Memorial Day holiday	Monday, May 28
PACT Conferences	Monday May 7- 11 (Elementary) Monday May 21- 25 (Secondary)
Resident Inquiry Due	See "Inquiry Timeline"
Final examinations	Monday – Friday, June 4 – 8
Quarter ends	Friday, June 15
Commencement	Saturday, June 16

NOVICE ROLES & RESPONSIBILITIES

Novices will

- develop and maintain a professional learning relationship over a sustained period of time with a guiding teacher and faculty advisor.
- deepen their understanding of the learning cycle
- establish high expectations and support student learning to close the achievement gap.
- establish a democratic classroom environment rooted in strong relationships with students and guiding teachers, and research-based classroom management strategies.
- develop antiracist, caring, equitable and research-based instructional practices.
- demonstrate continuous growth in the California Teacher Performance Expectations competencies.
- extend their reflective practice.

Personal Responsibilities

- ✓ Treat all parents, students and staff with respect regardless of race, class, language, gender, national origin, religion, ability, familial configuration or sexual orientation.
- ✓ Follow all school and district policies and regulations while on school grounds and at school functions.
- ✓ Dress appropriately, with safety and professional standards in mind.
- ✓ Arrive on time, sign in, and provide identification according to school standards.
- ✓ Notify the guiding teacher and faculty advisor prior to any absences or tardies.

Instruction Related Responsibilities

- ✓ Be committed to excellence in teaching and principles of social justice education.
- ✓ Engage in interactions that reflect and promote collaboration through joint planning, problem solving, decision-making and reciprocity of learning.
- ✓ Build mutually beneficial relationships that support increased teacher efficacy.
- ✓ Engage in learning-centered conversations with his/her guiding teacher, focused on implementation of research-based curriculum, instructional and assessment practices for effective teaching and increased student achievement. A dialogue journal may be used to support and document ongoing communication
- ✓ Arrive each day with well-planned lessons, which have been coordinated with the guiding teacher, prior to any instructional activities.
- ✓ Incorporate students' cultural and linguistic background whenever possible into planning, instruction, and assessment.
- ✓ Use strategies and methods that enhance the participation and progress of English Language Learners and Speakers of Non-Standard English.
- ✓ Work to develop effective classroom management.
- ✓ Demonstrate initiative in gradually assuming increased classroom responsibilities over each ten week student teaching placement.
- ✓ Be receptive to and act upon constructive feedback from their guiding teachers, peers and faculty advisors.
- ✓ Meet with the guiding teacher and TEP advisor to receive on-going feedback regarding strengths, needs, and areas for improvement

Reflection and Communication

- ✓ Maintain a reflective/dialogue journal of the student teaching experience.
- ✓ Successfully complete the Performance Assessment for California Teachers (PACT).
- ✓ Complete the Mid-Year Self-Assessment of Novice/Apprentice Teaching & the Report of Novice/Apprentice Teaching as part of the formative assessment cycle.
- ✓ Maintain an organized Novice Field Notebook (see Novice Field Notebook Guidelines) throughout the student teaching experience.
- ✓ Actively participate in novice conferences throughout the year.

Professional Development

- ✓ Learn about the community, school culture and policies.

- v Attend school functions such as open house, parent conferences, professional development activities, which do not conflict with the novice teacher's scheduled UCLA classes.

GUIDING TEACHER ROLES & RESPONSIBILITIES

Guiding Teachers

- ✓ model antiracist, caring, equitable, and research-based instructional practices.
- ✓ model high expectations and support student learning to close the achievement gap.
- ✓ model a democratic classroom environment rooted in strong relationships with students and apprentices and research-based classroom management strategies.
- ✓ support apprentice understanding of the learning cycle and competence in the California Teacher Performance Expectations.
- ✓ provide novices with ongoing opportunities to plan standards-based lessons/units, teach their planned lessons/units, assess student learning, analyze assessment data to drive instruction, and reflect upon their emerging practice.
- ✓ engage in effective practice and leadership in developing and maintaining a professional learning relationship over a sustained period of time with a novice.
- ✓ model reflective practice.

Guiding Teachers support novice development by

Modeling Professional Responsibilities

- ✓ Treat all parents, students and staff with respect regardless of race, class, language, gender, national origin, religion, ability, familial configuration or sexual orientation.
- ✓ Help novices understand school and district policies and regulations.
- ✓ Notify the faculty advisor if the novice fails to adhere to the attendance policy

Reinforcing Instructional Expectations

- ✓ Be committed to excellence in teaching and principles of social justice education.
- ✓ Engage in interactions that reflect and promote collaboration through joint planning, problem solving, decision-making and reciprocity of learning.
- ✓ Build mutually beneficial relationships that support increased teacher efficacy.
- ✓ Engage in learning-centered conversations with the novice teacher, focused on implementation of research-based curriculum, instructional and assessment practices for effective teaching and increased student achievement. A dialogue journal may be used to support and document ongoing communication
- ✓ Coordinate well-planned lessons with the novice prior to any instructional activities for which the novice is responsible.
- ✓ Incorporate students' cultural and linguistic background whenever possible into planning, instruction, and assessment.
- ✓ Use strategies and methods that enhance the participation and progress of English Language Learners and Speakers of Non-Standard English.
- ✓ Make classroom management expectations and decisions explicit to the novice teacher
- ✓ Gradually release classroom responsibilities over the novice teacher.
- ✓ Provide ongoing, constructive feedback (oral and written) to the novice teacher
- ✓ Meet with the novice and TEP advisor to provide on-going feedback regarding strengths, needs, areas for improvement, and next steps.

Communicating with the Novice Teacher and Faculty Advisor

- ✓ Maintain a reflective/dialogue journal with the novice teacher.
- ✓ Support the novice teacher as he/she completes the Performance Assessment for California Teachers (PACT).

- v Complete the Progress Report of Novice Teaching & the Report of Novice/Apprentice Teaching as part of the formative and summative assessment cycle.
- v Actively communicate with the faculty advisor throughout the year.

NOVICE TEACHING

UCLA CRITERIA

The UCLA Center X Teacher Education Program (TEP) has a strong commitment to improving teaching and learning in urban schools serving racially, culturally and linguistically diverse students. This commitment is reflected in the partnerships we develop with school districts, schools and community-based organizations that serve low-income urban communities. TEP has established the following “UCLA Criteria” as a basis for identifying its partners:

U = Underserved (based on demographics including: teacher turnover, class size, AP class enrollment)

C = Community of Color

L = Low-income (schools must be Title I with free lunch eligibility of 75% Elementary, 51% Secondary)

A = Academic Need (Academic Performance Index below 775 at the elementary level, 600 at the secondary)

SITE SELECTION

TEP partners with schools that serve communities within the boundaries of the Los Angeles Unified School District’s LD3, LD4, LD5, LD6, LD7, and the Compton Unified School District. In addition to meeting the UCLA Criteria, partnership schools must be involved in targeted innovation efforts focused on improving student achievement and success. Novices complete their fieldwork in partnership schools, under the direct supervision of an experienced guiding teacher and university faculty advisor.

GUIDING TEACHER SELECTION

Guiding teachers go through a careful selection process, and are selected based on: years of experience (minimum of three), content knowledge expertise, demonstrated use of effective, research-based instructional practice, knowledge of using data to inform instruction, mentoring and coaching proficiency, and a commitment toward professional learning and leadership. All guiding teachers must hold a valid California Teaching Credential in the appropriate subject area.

STUDENT TEACHING PLACEMENTS

Student teaching placements are collaboratively determined among the university faculty advisor, school administrator, instructional coach (when available) and guiding teacher(s).

Fieldwork:

Fall Quarter (10 weeks) – Observations and Participation

Winter Quarter (10 weeks) – Student Teaching

Spring Quarter (10 weeks) – Student Teaching

The California Commission on Teacher Credentialing requires that all preliminary credential candidates student teach in *two different placements*. This state-mandate is intended to ensure that all candidates are able to adapt to different teaching demands. Therefore, novices teach in two or more grade levels and/or subject-specific classrooms, under the supervision of an experienced guiding teacher. Assignments differ in content and/or level of advancement, and include English Language Learners.

Candidates who do not successfully complete student teaching during the academic year will be required to continue student teaching through the summer, under the supervision of an experienced guiding teacher and university faculty advisor.

ATTENDANCE POLICY

With the exception of coursework and field experiences, novices have the same responsibilities for reporting and attending as does an employed teacher. Only absences due to illness or emergency are accepted.

Novices are expected to:

- be present at the school during regular teaching and supervision hours.
- be punctual and ready to assume their fieldwork responsibilities each day.
- notify the faculty advisor and guiding teacher before the beginning of the school day in case of illness or emergency.
- attend and participate in regularly scheduled school-wide and departmental professional development activities that occur during the regular school day.
- schedule appointments and employment interviews outside of fieldwork hours.

Any exceptions must be approved by the faculty advisor and guiding teacher in advance.

ABSENCES

Unexcused and frequent absences from the classroom affect ED330ABC (student teaching) grades. Receiving an unsatisfactory mark in any ED330 series course means that the novice did not meet the CTC requirements for student teaching, and will not be recommended for a preliminary credential.

SUPPORT, ASSESSMENT AND RESEARCH

A unique characteristic of the novice teaching model is that novices receive ongoing support, coaching, and feedback from both a guiding teacher and a faculty advisor. These professionals provide support and encouragement, discuss emerging practice, validate progress toward meeting the Teaching Performance Expectations, and help novices set goals for the future. University faculty advisors are expected to conduct regular classroom observation visits throughout student teaching (4 visits per quarter). Novices receive oral and written feedback from their guiding teacher and faculty advisor, and have opportunities to engage in learning-centered conversations during 1:1 and 3-way meetings, and through electronic media.

Formative and Summative Student Teaching Assessments

Assessing novice growth and learning during student teaching is a shared responsibility between the faculty advisor and guiding teacher. The following assessments are used to determine each novice teachers' competency based on the California Teacher Performance Expectations, growth and development during student teaching, and readiness to enter the teaching profession:

- Formal and Informal Lesson Observations (see TEP Lesson Observation Form)
- Novice Teaching Field Notebook
- Progress Report of Novice Teaching
- Report of Novice Teaching
- Performance Assessment for California Teachers
- Instructional Quality Assessment (IMPACT only)

PROFESSIONAL DEVELOPMENT

Professional development is a life-long process intended to build teacher confidence, knowledge and pedagogy. Novices are expected to fulfill the minimum requirements of their fieldwork as described in their course syllabi, attend all regularly scheduled school/department professional development with their guiding teacher, and to make collegial connections with all those involved in the school and community.

NOVICE FIELD NOTEBOOK

The goal of the Novice Notebook is to create a complete record of accurate and useful information about candidates' fieldwork and emerging practice as social justice educators.

You will be assessed each time you are observed. **Make sure your notebooks are available when your Advisor visits your class.** Comments regarding your field notebook will be made at the time of the visit and be noted on the lesson observation form, to be kept in your notebook.

The Novice Field Notebook serves many purposes, providing teacher candidates with opportunities to:

- reflect on their social justice goals;
- document their progress in the areas of planning, instruction, assessment and reflection;
- assess their teaching strengths, areas of growth, and those needing improvement;
- collect multiple sources of evidence that document the implementation of their teaching goals and their success;
- identify their personal teaching style;
- use elements of the notebook to promote dialogue with their faculty advisor, mentor teacher, and peers; and
- generate ideas for future teaching

The artifacts included in the Novice Field Notebook reflect actual tasks, knowledge, skills and dispositions necessary for effective practice. The field notebook is divided into six core areas, with key artifacts included in each section:

1. Becoming a Teacher

Artifacts: Community Inquiry Project, "I AM" poem, Teaching Autobiography, Plans for Working with Families and Parents, Classroom Management Plan, Philosophy of Education

2. School Information

Artifacts: daily and weekly schedule; other relevant, site-specific materials (i.e. bell schedules, school calendar, intersession days, holidays, school maps, classroom map, seating charts, etc.)

3. Planning, Implementation, Assessment and Reflection (PIAR)

Elementary Artifacts: lesson plans, commentaries and reflections; selected samples of student work.

Secondary Artifacts: Semester, unit, and lesson plans for each class, commentaries, written feedback, selected samples of student work

4. Field Support

Artifacts: guiding teacher/faculty advisor feedback, dialogue journal entries (optional: on-line dialogue journal entries), classroom observation forms, teaching evaluation forms (Novice Teaching Progress Report, Report of Student Teaching)

5. Developing Community

Artifacts: letters home, student/parent conference/meeting records, communication logs, newsletters or other classroom communication sent home, school site council/community events attended

6. Professional Development

Artifacts: Professional development/conference notes, participation certificates

PERFORMANCE ASSESSMENT OF CALIFORNIA TEACHERS (PACT) Teaching Event

For more information visit www.pacttpa.org

Legislation effective July 1, 2008 requires all elementary and secondary teacher candidates to pass an assessment of their teaching performance with K-12 students prior to the issuance of a preliminary teaching credential. According to the California Commission on Teacher Credentialing, a candidate who passes this assessment has shown that he or she is a better-prepared teacher who can help students succeed (CTC, 2008).

At UCLA, our adopted Teaching Performance Assessment (TPA) is the Performance Assessment of California Teachers Teaching Event. To pass the teaching event, novices must demonstrate that they have the knowledge, skills, and abilities required of a beginning teacher in California public schools. The portfolio assessment places student learning at the center, with special attention to subject-specific pedagogy and the teaching of English Learners. As part of the assessment, novices explain what they know about the students in their class, their academic achievement levels, and their learning needs (Context for Learning). Novices then show how well they can use this information to help students succeed by:

- Planning a series of integrated lessons (Learning Segment) which are organized around a central theme or concept
- Videotaping and analyzing your instruction
- Analyzing student work to assess student needs and inform instruction
- Reflecting on your teaching as it relates to student learning
- Demonstrating your awareness of language demands and supports in planning, instruction, assessment and reflection

The foci for the learning segment and the video clips represent critical teaching and learning tasks in the credential area that occur with great frequency (to allow student teachers options in selecting a learning segment to document).

Academic Language is a separate scoring category drawing from evidence across tasks, resulting in a Planning, Instruction, Assessment, Reflection, Academic Language or PIARL scoring structure. (PACT, 2008)

**Teaching Event Handbooks, rubrics and PACT resources can be found at
www.pacttpa.org**

PACT REQUIREMENTS

Successful completion of the teaching event is **one** of the requirements for receiving a recommendation for a preliminary teaching credential. ***It is important to keep in mind that while passing the Teaching Event is essential to receiving a recommendation for your preliminary teaching credential, passing it alone does not guarantee this recommendation.***

You must submit the following documents as part of the PACT:

1. The Teaching Event (on the electronic platform)
2. A CD/DVD copy of your video clips
3. A signed Authenticity Form (electronic or hard copy)
4. The Demographic Survey receipt (hard copy)
5. PACT Educational Use Agreement (hard copy)
6. Videotaping Permission Forms (retain these for your records)

Failure to submit your teaching event by the due date (see PACT Calendar) will result in delayed scoring and recommendation for the preliminary teaching credential.

Guiding teachers, faculty advisors and content-methods instructors provide ongoing support to novices as they plan and complete the Teaching Event.

Methods instructors are responsible for:

- introducing PACT,
- reviewing the Teaching Event Candidate Handbook,
- responding to student questions related to guidelines and expectations,
- leading the remediation process (if necessary).

Faculty Advisors are responsible for:

- facilitating communication about the teaching event between novices and guiding teachers,
- providing technology support necessary to complete the Instruction Task,
- scoring the assigned events in a timely manner, and
- meeting with novices to review individual scores on the event

Guiding teachers are expected to support their Novices by:

- providing guidance, support and encouragement in planning for the Teaching Event,
- providing adequate time for apprentices to teach their learning segment,
- engaging in learning-centered dialogue focused on performance on the various teaching event tasks, and

UCLA Teacher Education Program
2011-12 Elementary PACT Calendar
(Subject to Change)

Supporting novices through the completion of the Elementary Literacy Event and Multiple Subject Tasks is the joint responsibility of elementary novice advisors and elementary methods instructors.

Content Area Task= CAT

Winter Quarter 2011

January (TBD) PACT Technology Training
March 12 History-Social Science CAT (Planning) Due
May 21 Science CAT Due

Spring Quarter 2011

Spring (TBD) Math CAT (Assessment) Due
March 19 History-Social Science CAT (Planning) Resubmissions Due
April 5 Elementary Literacy Teaching Event Due (no later than 5pm)
May 7 – 11 Literacy Teaching Event Score Review Conferences*
May 25 Literacy Teaching Event Resubmissions Due
May 21 Science CAT (Planning) Due
June 4 Science CAT (Planning) Resubmissions Due
June 4 Math CAT (Assessment) Resubmissions Due

** all candidates are required to review their teaching event scores with their faculty advisor to discuss areas of strength, growth and need for improvement. At this time, the faculty advisor will discuss next steps for successful completion of student teaching and/or remediation.*

Resubmission Guidelines

Planning - If you do not pass the Planning Task, you must resubmit the Instructional Context Commentary, new lesson plans and Planning Commentary.

Instruction – If you do not pass the Instruction Task, you must resubmit the Instructional Context Commentary, new lesson plans, new video and Instruction Commentary.

Assessment – If you do not pass the Assessment Task, you must resubmit the Instructional Context Commentary, new student work and Assessment Commentary.

Reflection – If you do not pass the Reflection Task, you must resubmit the Reflection Commentary.

Academic Language – If you do not pass the Academic Language Task, you must resubmit the Instructional Context Commentary, Planning Commentary, new lesson plans, video and Instruction Commentary.

**UCLA Teacher Education Program
2011-2012 Secondary PACT Calendar
(Subject to Change)**

Supporting novices through the completion of the Secondary Single Subject PACT Event is the joint responsibility of novice advisors and methods instructors. All secondary teaching events will be situated in their respective methods courses.

Novice Advisors will review the Recommendation for the Preliminary Credential Requirements, which includes information about the PACT Teaching Events. They also monitor the progress of their cohort members in completing the mini PACT and provide additional field support as needed. Novice Advisors will introduce PACT teaching event to guiding teachers.

Methods Instructors will introduce the PACT Teaching Events (Planning, Instruction, Assessment, Reflection and Academic Language) and provide necessary modeling. They will also guide secondary novices to complete a mini PACT assignment and communicate with Novice Advisors regarding the progress of their students.

Fall Quarter 2011

September or October TEP PACT Professional Development
All TEP Advisors and Methods Instructors are expected to attend.

October: 20-21 **PACT Implementation Conference** (Santa Barbara)
All **Novice Advisors** are expected to participate in the PACT Conference
All **Methods instructors** are strongly encouraged to participate in the PACT Conference

December Secondary Novices Complete Context Commentary in methods class

Winter Quarter 2012

Novice Advisors will support novices in the field as they work on their PACT Teaching Event lesson plans and video taping.

They will also distribute and collect Student Release Form and Agreement on the Educational Use of PACT Materials form for their team.

Methods Instructors will guide novices as they complete the planning, instruction, and assessment Teaching Events. They will also support novices in developing strategies to build their students' academic language.

Spring Quarter 2012

The completion of secondary PACT will be situated in Ed 320 C (methods course).

April 20	Secondary PACT Teaching Events due.
April 18	Secondary PACT Benchmarking
April 19	Secondary PACT Calibration
May 11	Secondary PACT Teaching Scoring is completed.
May 14-18	Secondary Novice Advisors will meet with their novices to review PACT scores.*
Ongoing	Methods Instructors use PACT scores as part of Methods course instruction
May 11 – 31	Methods Instructors and Novice Advisors support Novices who failed PACT through the resubmission process

** all candidates are required to review their teaching event scores with their faculty advisor to discuss areas of strength, growth and need for improvement. At this time, the faculty advisor will discuss next steps for successful completion of student teaching and/or remediation.*

Resubmissions

Secondary Novice Advisors will meet with novices who did not pass. They will review areas for improvement and the schedule for resubmission.

May 25	Planning: Resubmit Instructional Context Task, New Lesson Plans and Planning Commentary
June 1	Instruction: Resubmit Instructional Context Task, New Lesson Plans, New Video & Instruction Commentary
May 25	Assessment: Resubmit Instructional Context Task, New Student Work & Assessment Commentary
May 25	Reflection: Resubmit Reflection Commentary
June 1	Academic Language: Resubmit Instructional Context Task, New Lesson Plans & Video, Planning & Instruction Commentary

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

For detailed descriptions, visit www.ctc.ca.gov

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Understanding the state-adopted academic content standards; Understanding how to teach the subject matter in the standards ; Planning instruction that addresses the standards ; Demonstrating the ability to teach to the standards; Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction

Determining student progress toward achieving the state-adopted academic content standards; Using instructional strategies and techniques to support students' learning

TPE 3 – Interpretation and Use of Assessments

Understanding a range of assessments; Using and interpreting a range of assessments; Giving feedback on assessment results

TPE 4 – Making Content Accessible

Addressing state-adopted academic content standards; Prioritizing and sequencing content
Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 5 – Student Engagement

Understanding of academic learning goals; Ensuring active and equitable participation; Monitoring student progress and extending student thinking

TPE 6 Developmentally Appropriate Teaching Practices

Understanding important characteristics of the learners; Designing instructional activities; Providing developmentally appropriate educational experiences

TPE 7 – Teaching English Learners

Understanding and applying theories, principles, and instructional practices for ELD; Understanding how to adapt instructional practices to provide access to the state-adopted student content standards; Drawing upon student backgrounds and language abilities to provide differentiated instruction

TPE 8 – Learning about Students

Understanding child and adolescent development; Understanding how to learn about students; Using methods to learn about students; Connecting student information to learning

TPE 9 – Instructional Planning

Establishing academic learning goals; Connecting academic content to the students backgrounds, needs, and abilities; Selecting strategies/activities/materials/resources

TPE 10 – Instructional Time

Allocating instructional time; Managing instructional time

TPE 11 – Social Environment

Understanding the importance of the social environment; Establishing a positive environment for learning; Maintaining a positive environment for learning

TPE 12 – Professional, Legal, and Ethical Obligations

Taking responsibility for student academic learning outcomes; Knowing and applying professional and ethical obligations; Knowing and applying legal obligations

TPE 13 – Professional Growth

Evaluating teaching practices and subject matter knowledge; Using reflection and feedback to improve teaching practice and subject matter knowledge

TEP WRITING REQUIREMENTS

Academic analytical writing is important for social justice educators who strive to be change agents. As educators, we should be prepared to contribute to the professionalization of teaching (Shulman, 2004; Linda Darling-Hammond & Sykes, 1999). To do so, we must critically read and discuss seminal literature on education; look at our knowledge and experiences with an analytical eye; and present our beliefs and ideas in structured, clear and concise writing. We also need to support our opinions by referencing research and theory.

The concepts you learn in their courses may be difficult to understand, especially for those who are new to education. This requires multiple opportunities for you to interact with the material both orally and in writing. To that end, you will engage in academic analytical writing throughout the TEP Program.

Specifically, you are expected to use writing to:

- Integrate theory into practice
- Clarify your thinking about texts and learning experiences
- Explore ideas in greater depth
- Articulate your ideas to professional communities (e.g., peers, school staff, conferences, scholars, journals and publications)

Analytical writing need not be long but should include:

- An introduction
- A thesis or main point
- Supporting detail such as personal reflections and observations that are supported by theory and research
- A conclusion that summarizes main ideas

Students must use APA format in integrating quotes and authors into their writing and include a reference list or bibliography.

The Graduate Student Resource offers FREE writing support. GSRC is located in B11 of the Student Activities Center.

References:

Darling-Hammond, L., & Sykes, G. (Eds.) (1999). *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.

Shulman, L. (2004). *Teaching as community property: Essays on higher education*. San Francisco: Jossey-Bass.

SUPPORT SERVICES & RESOURCES

ADMINISTRATIVE SUPPORT

XXX is the program manager responsible for all course-related support for the Resident year of the 2-year program, M.Ed. program, JMEP/STEP, and Music program.

XXX is the coordinator responsible for all course-related support for the Novice year of the 2-year program and the IMPACT program.

XXX is the program manager responsible for all course-related support for the Teach LA/Teach Compton program.

FACULTY SUPPORT SERVICES

Course Readers

Instructors may compile and submit a course reader using the UCLA Academic Publishing Service. Outside vendors may not be used. Instructors should contact the appropriate coordinator for assistance with the processing of a course reader.

Course Handouts / Materials

TEP does not photocopy course handouts or materials. Instructors may post handouts and materials on the TEP website for easy student access. Please contact XXX.

Supply Orders

There is **no funding** available in the TEP budget for course supplies. TEP support staff will only keep the following in stock for use in TEP courses:

- v Overhead transparency film
- v Chart paper
- v Markers

Room Scheduling for TEP Classes

TEP Coordinators arrange room scheduling of TEP classes with the GSE&IS scheduler. Questions or concerns regarding room assignments should be directed to the appropriate coordinator.

Instructors may check out audio-visual equipment on a first-come, first-serve basis. These include:

- v Portable overhead projector
- v LCD projector
- v Digital camera
- v Digital video-camera
- v Micro-cassette recorder

Course Evaluations

Course evaluations are completed online at the end of each quarter before finals. Field evaluations will be completed at the end of each quarter for Residents and at the end of Winter and Fall quarters for Novices. Field evaluation packets will be distributed by June Chou and placed in instructors' mailboxes. Instructors designate a student to distribute, collect and turn in completed evaluations to June Chou. Comments and ratings will be compiled from completed evaluations and instructors will receive a copy of the evaluations. A copy of student comments is kept on file in the TEP office. *For questions concerning course evaluations, please contact June.*

Online Grade Submittal

Grades must be submitted electronically (paper grade rosters will no longer be printed) through the MyUCLA Gradebook or a new streamlined version of electronic grade submission called Gradebook Express. Instructors will receive an email from the Chair's office regarding the procedure for submitting grades online during the early part of the quarter in which they are teaching. *For questions regarding grade submission, please see appropriate Coordinator.*

Syllabi

TEP collects an electronic copy of a syllabus for all TEP courses. All course syllabi must be emailed to the Novice or Resident Year Coordinator, **prior to the beginning of the quarter**. Course syllabi will be posted on the TEP website so that students can access syllabi and any handouts not included in a reader.

Faculty/Instructor Mailboxes

Faculty/Instructor mailboxes are located in Center X.

STUDENT SUPPORT SERVICES	
Academic Calendar, 2010-11	UCLA CPR and First Aid Program
Arthur Ashe Student Health and Wellness Center	UCLA Diversity
Associated Students UCLA (ASUCLA)	UCLA Events Office
Campus Map	UCLA GSE&IS
Daily Bruin Newspaper	UCLA Happenings
Financial Aid Office	UCLA Health
Graduate Division-Education	UCLA Housing
LGBT Resource Center	UCLA Library
MyUCLA	UCLA Registrar's Office
Office for Students with Disabilities	UCLA Textbooks
Transportation and Parking	URSA
UCLA Counseling and Psychological Services (CAPS)	

Mailboxes & Lockers

All TEP students will have a mailbox located in the Graduate Student Commons in Moore Hall (second floor). Lockers are also available on a lottery basis. See Support Services in the basement of Moore Hall for more information.

Center X

Center X, located in Moore Hall, has many resources available to apprentices and their mentors, including a small collection of books available for check out and sample Resident Inquiry Projects to read.

The Center X website is located at: cxp.gseis.ucla.edu. Check this site for course scheduling, event information, and special projects.

GSE&IS Computer Labs

There are 2 computer labs available for student use. One lab is located in Moore Hall and the other lab is in the GSE&IS building in north campus. Information about using these labs can be found at: <http://labs.gseis.ucla.edu/info/about.html>

Graduate Student Resource Center

GSRC is a one-stop resource, referral and information center for graduate students, offering programs and workshops, drop-in counseling, a web and in-house resource library, meeting and study space, and the opportunity for social interaction. The Graduate Student Resource Center is also the home of the Graduate Writing Center. All graduate and professional students are welcome. GSRC is located in B11 of the Student Activities Center.

University Records System Access (URSA)

URSA provides real-time access to your official student records and allows you to enroll in classes, check hold status, find terms grades, verify term grades, check financial aid status, and much more. Records are secure and confidential because URSA encrypts all data. For more information visit: www.ursa.ucla.edu

Bruin OnLine

Bruin OnLine (BOL) is a collection of services that provides UCLA students, faculty, and staff with:

- Email
- Web Hosting Services
- Network Connectivity, including Wireless
- Free Software and Support

In order to have access to BOL services, you must have a UCLA Logon ID. You can create your UCLA Logon ID at <https://logon.ucla.edu>.

Secondary Novice Teams 2011-2012

Advisor: Imelda Nava	Advisor: Jaime Park	Advisor: Darlene Lee	Advisor: Rae Jeane Williams
Science (IMPACT)	Math IMPACT/ 2-year	English	English
Chavez, Melissa	Chow, James (IMPACT)	Chan, Victoria	Almendariz, Noe
Chon, Diana	Chung, Andrew (IMPACT)	Garza, Leah	Barajas, Andres
Chow, Janice	Desmet, Sarah (IMPACT)	Horne, Sarah	Boissonnade, Leyla
Hirami, Gayle	Grant, Melinda (2 year)	Jung, Audrey	Carvente, Miguel
Marakowski, Rachel	Hall, Stuart (IMPACT)	Mendoza, Victor	Choi, Stella
Richardson, Lea	Hwang, Se Rim-Sharon (IMPACT)	Price, Arianna	Dumalaog, Maurus
Romanak, Nicole	Karaiakoubian, Paul (2 year)	Raiewski, Gregory	Kang, Eugene
Rosby, Candace	Lugo, Yazmin (2 year)	Reynoso, Lorena	Knox, Cameron
Cheng, Jonathan	Nguyen, Vivian (2 year)	Snyder, Jueunhae	Koester, Aja
Mizrahi, Tali	Padilla, Sonia (IMPACT)	Stambaugh, Sean	Levitsky, Abby
Nigam, Kiran	Rios, Jorge (IMPACT)		Lucas, Mandy
Sapin, Jeffrey	Tapia-Grassi, John (IMPACT)	Social Science	Mayer, Jane
	Vega, Jerald (IMPACT)	Aparicio, Liliane	Medina, Asriel
	Watter, Michael (IMPACT)	Brown-Berstein, Julia	Zarate, Anthony
	Zhou, Kate (2 year)	Diep, Chuck	Peterson, Rochelle
		Evasco, Katrina	
		Fierro, Wendy	Social Science
		Jarashow, Daniel	Bartlett Jr, John
		Lopez, Aniela	Burt, Scott
		Luna, Kritztian	Elfvig, Scott
		Mohamed, Nada	Hayden, Aaron
		Ramon, Natali	Reichert, Tiffany
		Rios, Elvira	Romero, Christian
		Rodriguez Savedra, Roberto	Wisialowski, Bart
		Serna, Alex	Yu, Zevin
		Terrebonne, Renee	
Advisor: Martin Romero	Advisor: Jackie Goldberg	Advisor: Frank Heuser	
Math (Undergrads)		Music Undergrads	
Chieng, Priscilla		Avetisyan, Anush	
Fong, Martin		Hahn, Kelci	
Lee, Emily		Ou, Tiffany	
Lee, Kyu		Schlueter, Lauren	
Prugpichailers, Jeffrey		Vu, Brian	
Rachida, Safy			
Lee, Joo Eun			
Science (Undergrads)			
Hernandez, Raymond			
Kim, Caroline			
Ma, Cynthia			
So, Jennifer			

Elementary Novice Teams 2011-2012

Advisor: Sara Kersey	Advisor: Stacey Joy	Advisor: Helen Davis ECE/ Elementary, IMPACT
Alvarez, Patricia	McDonough, Holly	Aposhian, Jade
Ayala, Ingrid	Hemm, Brittany	Chung, Hyun Ja Rachel
Beecher, Emily	Rosengreen, Makenzie	Demetre, Jennifer
Berkowitz, Lawrence	Miller, Kristin	Hornback, Jennifer
Castor, Marcia	Chiu, Christine	Kaplan, Mia
Chan, Caitlin Alexandra	Hooks, Pamela	Kim, Deborah
Chiu, Christina		Leroy, Lisa
Choi, Juliet		Lu, Anna
Corral, Adrian		Maleski, Natalie
Cortez, Laura		Moradfar, Jasmine
Diaz, Irma		Nguyen, Diep
Duff, Hanna		Oh, Nickie
Esteves, Kristin		Parra, Maria Veronica
Franklin, Danielle		Subadya, Annalisa
Galvan, Christina		Sunaga, Nanami
Gonzalez, Veronica		
Haroonian, Jessica		
Hetu, Kate		
Kasuyama, Amanda		
Kelley, Margaret		
Kleinrock, Elizabeth		
Lang, Laurel		
Lozano, Nicole		
Meinke, Emily		
Mun, Trisha Mika		
Perez, Juana		
Petoyan, Rachel		
Pointer, Sarah		
Ross, Elizabeth		
Sutherland, Kathryn		
Vanos, Meika		
Yaptinchay, Miguel		
Zuniga, Myra		

REQUIRED FORMS & TEMPLATES

UCLA Teacher Education Program: Novice Year Forms

ED 330ABC

**Observation & Participation (ED 330A)
Student Teaching (ED 330BC)**

UCLA Center X TEP
ELEMENTARY UNIT/ LESSON PLANNING COMMENTARY

Your Name:
Unit/Lesson Title:
Grade Level and Content Area:
Number of Students
Total Amount of Time:
Date/Time of Lesson:

1. Social Justice Goals: How does this unit or lesson promote equity or benefit society?

2. Rationale: Although part of the school curriculum, content standards, or ELD standards, why is this content important for your students to learn?

3. Identifying and supporting language needs: What are the language demands of the unit/lesson? How do you plan to support students in meeting their language needs?

4. Accessing prior knowledge and building upon students' backgrounds, interests and needs. How do your choices of instructional strategies, materials and sequence of learning tasks reflect your students' backgrounds, interests, and needs?

5. Accommodations: What accommodations or support will you use for students with special educational needs (i.e. GATE students, students with IEP's)? Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. How would you modify?

6. Theory: Which theories support your unit/lesson plan?

7. Reflection: (*answer the following questions after the teaching of this unit/lesson*) When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?

COMMENTARY IS REQUIRED FOR ALL ELEMENTARY FORMAL OBSERVATIONS BY ADVISORS

Social Justice Goals:

How will this unit address important social justice themes?

Standard(s) Addressed:

What standards will be used as the basis for the content presented in this unit?

Concepts/Thematic Goals/Essential Questions:

What major concept(s) or theme(s) will be the basis for this unit?

Student Learning Objectives (include literacy, ELL, academic language and technology):

What do you want students to know and be able to do? How will you incorporate literacy and technology, as well as the needs of English Language Learners and students with special needs into this unit?

Assessment(s):

What formative and summative assessments will students engage in during the unit? What will the individual student produce or do to demonstrate achievement of the standard(s), concept, and learning objectives? How will you know what your students understand?

Timeline and sequence of unit:

What are the major steps of the unit? What is the range and sequence of topics to be addressed in the unit?

Theory:

What theories support your unit?

Rationale:

Why have you chosen these goals, concepts, assessments, and topics for your unit?

Bibliography:

What sources will you use in this unit? Be specific (i.e. list page numbers if appropriate)

Reflections (to be written after instruction):

What elements of this unit allowed students to achieve the goals? What elements need to be reconsidered or revised? Why?

Lesson Plan Template

PLANNING FOR THE LESSON
Key Content Standard(s): List the complete text of only the relevant parts of each standards. TPE 1
Lesson Objective: What do you want students to know and be able to do? TPE 1
Assessment: Formal and Informal Assessment. TPE 2 <ul style="list-style-type: none"> • What evidence will the students produce to show they have met the learning objective? • What modifications of the above assessment would you use for language learners and/or special needs?
Prerequisite skills and knowledge and experiential backgrounds TPE 8 <ul style="list-style-type: none"> • Skills/knowledge/experiential backgrounds • Pre-assessment strategy
Equity TPEs 6,7,8 <ul style="list-style-type: none"> • How will ALL learners engage? (varying academic and cultural backgrounds , language levels, academic language)

Instructional Learning Strategies to Support Student Learning. TPEs1,4,5,6,9,10

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) to identify learning outcomes 3)to present material, guide practice, and build independent learning, 4)monitor student learning during instruction, 5) build metacognitive understanding.

List what the teacher will be doing and what the students will be doing.

Time	Teacher	Students	Lesson Resources/ Materials TPE4