



ED 360B Novice Seminar

Winter 2014
Wednesday 4:00 – 7:00 pm, in the field
Office Hours by Appointment

Course Website

<https://ccle.ucla.edu/course/view/14W-EDUC360B-1>

Goals

Analysis of basic principles and concepts of planning, conducting, and evaluating units of curriculum and instruction. Emphasis on study and utilization of constructivist strategies and their application in elementary and secondary schools.

Course Readings

Andrade, H.G. (2000). What do we mean by results? Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5).

(<http://www.ascd.org/publications/educational-leadership/feb00/vol57/num05/Using-Rubrics-to-Promote-Thinking-and-Learning.aspx>)

Freire, P. (2010). *Pedagogy of the oppressed*. Chapters 1 & 3. New York, NY: Continuum.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34, 159-165. (in Reader)

Weinstein, C.W., Romano, M.E., & Mignano, Jr., A.J. (2011). *Elementary classroom management: Lessons from research and practice*. New York, NY: McGraw-Hill.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, UCLA provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services, such as note-takers, audio-taping of courses, sign language interpreters, assistive-listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation.

If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: <http://www.osd.ucla.edu>

Assignments and Grading

I. Attendance and Engagement (20%)

Please make sure to complete all readings before class and be prepared to participate in discussions and activities. Attendance is very important because so much of the learning will happen through our collaborative engagement. If you *must* miss a class, be sure to let your instructor know ahead of time, and check-in to make up classwork. Missing more than one class will affect your final grade.

II. Weekly Reflections (25%)

Post a weekly reflection on how your student teaching is going. Look over your daily field notes as well as feedback from your guiding teacher and field support provider. Write a one to two paragraph reflection that you will post electronically for your Faculty Advisor and Field Supervisor to see by Sunday night. This may be done on CCLE to share with the cohort or just on your blog or Google Doc. You may use the following questions as a guide: What are you learning about yourself, your students, and teaching for social justice? What questions/concerns do you have? What advice/input would you like from others on our team? What connections can you make with theories and readings?

III. Readings and Discussions (15%)

Everyone is expected to read all material. Every week, two people will be responsible for leading the class discussion about one of the readings.

IV. Lesson Plans (25%)

Lesson plans need to be written before teaching any lessons. Using the *UCLA TEP Elementary Lesson Planning Template*, novices need to think through what and how they will teach each lesson. This requires beginning with the Common Core State Standards, then listing learning objectives, planning some type of assessments, considering connections to make teaching culturally relevant, addressing how you will teach academic language, and thinking about how you could differentiate for students with different needs. Each lesson plan should be given to the guiding teacher with enough time in advance for her/him to read it and provide feedback that can be used to modify the lesson before teaching it. Every other week, the *UCLA TEP Lesson Planning Commentary* needs to be filled-out for the lesson that the field support person will observe. This must also be sent in advance with the lesson plan to your field support person several days before teaching the lesson.

V. TEP Electronic Portfolio (15%)

Collect, Select & Reflect: Gather key artifacts for all seven categories: 1) Becoming a Teacher, 2) School Information, 3) Planning, Implementation, Assessment, and Reflection (PIAR), 4) Field Support, 5) Developing Community, 6) Professional Development, and 7) First Days of School (see handbook). Your portfolio should be updated regularly online for review by your field supervisor. Prepare the TEP portfolio for end of quarter review by Friday, March 14.

Tentative Weekly Schedule

Class #1: Jan. 8 Introductions (2-5pm: at UCLA, room TBA)

- Review syllabus & discuss general questions about student teaching
- Two students need to sign-up to lead each of the readings
- Introduce the edTPA (formerly PACT) and assign context section.
- Read:
 - Weinstein, Romano, & Mignano, ECM: *Establishing Norms of Behavior*, Ch.4 (92-114).
 - Using edTPA: https://secure.aacte.org/apps/rl/res_get.php?fid=796&ref=edtpa
- Grade-level groups discussing ch4: norms of behavior, Ed330
- Writing a letter to a former teacher (could be homework), read page 32-33
- Optional conference: Saturday, Jan 11: [NAME](#) at Cal State Fullerton, 10am-4pm.

Class #2: Jan. 15 Lesson Planning, **Motivation & Culturally Relevant Pedagogy (4-7pm: in the field)**

- Read:
 - Weinstein, Romano, & Mignano, ECM: **Enhancing Students' Motivation**, Ch.8 (223-250)
 - Gloria Ladson-Billings, *Culturally Relevant Pedagogy* (in Reader)
- Backwards Planning, start with the standards

Class #3: Jan. 22 Rubrics & **Time Management (in the field)**

- Monday, Jan. 20, no class: MLK holiday
- Read:
 - Weinstein, Romano, & Mignano, ECM: **Making the Most of Classroom Time**, Ch.7 (199-222)
 - Andrade, H.G. (2000), Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5). <http://www.ascd.org/publications/educational-leadership/feb00/vol57/num05/Using-Rubrics-to-Promote-Thinking-and-Learning.aspx>
- Tryout the online program Rubistar: <http://rubistar.4teachers.org/>

Class #4: Jan. 29 Analyzing Student Work & Independent Work (in the field)

- Read:
 - Weinstein, Romano, & Mignano, ECM: **Managing Independent Work**, Ch.9 (252-272)
- Analyzing student work using protocols (bring class set of student work)

Class #5: Feb. 5 Group Work & Modifying Instruction (in the field)

- Read:
 - Weinstein, Romano, & Mignano, ECM: **Managing Small-Group Work**, Ch.10 (274-301)
- Discuss how formative assessment can be used to modify instruction

Class #6: Feb. 12 Critical Pedagogy & edTPA videotaping (in the field)

- Discuss edTPA videotaping (tripods, etc.)
- Read:
 - Paulo Freire, *Pedagogy of the Oppressed* chapter 1 (43-69)
 - Discuss: Fear, humanization, liberation, love & praxis.

Class #7: Feb. 19 *Indigenous Pedagogy* (in the field)

- Monday, Feb. 17, No School: Presidents' Day Holiday
- Read:
 - Four Arrows (2013), *Teaching truly: A curriculum to indigenize mainstream education*, ch.4 Indigenous teaching and learning pathways, (64-81).

Class #8: Feb. 26 *Differentiating to Reach All Students* (in the field)

- Peer editing each other's edTPA
- Read:
 - Weinstein, Romano, & Mignano, ECM: *Knowing Your Students and Their Special Needs*, Ch.5 (116-158)

Class #9: March 5 *Dealing with Problems in the Classroom* (in the field)

- Analyzing & Choosing video clips
- Read:
 - Weinstein, Romano, & Mignano, ECM: *Responding Effectively to Problem Behavior*, Ch.12 (334-377)

Class #10: March 12 *Finishing Student Teaching & edTPA* (in the field)

- How to end your first student teaching placement, thank yous & paperwork.
- Read:
 - Weinstein, Romano, & Mignano, ECM: *Preventing & Responding to Violence*, Ch.13 (379-393)
- TEP Portfolio Sharing
- Inner-City Arts:
 - March 18 Team Villanueva 9am-4:30pm.
 - March 19 Team Share 9am-4:30pm.

UCLA Spring Break: March 24-28

edTPA due April 1, 2014