



## Education 330 Series: Fieldwork



### ED 330A, B, C Course description

This class is a three part series that links university coursework with field experiences. The primary purpose of this class is to provide students with ongoing opportunities to reflect upon personal and school-based experiences, and engage in critical dialogue focused upon what it means to be an urban educator working for social justice in K-12 schools. During this class, the California Teaching Performance Expectations (TPEs) will be introduced, which will help students prepare for student teaching. Competency in the TPEs is a basic requirement for issuance of a preliminary teaching credential. Throughout the student teaching period, students as novice teachers will plan, implement, and assess daily lessons and units as well as actively engage in reflecting on issues specific to school–community relations. 4 units, S/U grading.

### ED330ABC Directed Fieldwork Experience

During fieldwork students will...

- Develop an experiential based understanding of the context of urban schools
- Develop a beginning understanding of what it means to be an urban schoolteacher
- Observe, experience, and reflect upon the dynamics of urban classrooms, which influence student development, including the interaction between student & teachers, among students, and among teachers
- Observe, experience, and reflect upon a variety of pedagogical approaches
- Observe, experience, and reflect upon how teachers manage classroom responsibilities to create a classroom context wherein all children can learn
- Have multiple opportunities to ACTIVELY participate in teaching/working with individual or small groups of students, including English learners, under the guidance/supervision of a classroom teacher.
- Develop an understanding of grade level curriculum and many different instructional/curricular factors and decisions that are taken into consideration to engage and help all children learn



### ED 330 Requirements

1. Attendance and punctuality for seminar, field assignments, and school-site professional development and relevant department, grade-level, slc meetings. Any lateness or absence must be discussed beforehand, or in the case of an emergency, prior to the next class meeting.
2. Prepare for class by completing readings and written assignments prior to seminar.
3. Active participation during seminar. An important aspect of any classroom learning community is the active engagement of students and teachers. Your contributions to class discussions and activities are essential to your learning as well as to the health and learning of our novice community.
4. Maintain a **FIELD WORK log** that documents your experiences, to be turned in at your *Preparation for Student Teaching Conference*. This log should include dates of fieldwork, name of school, grade level of classroom, teacher's name, and brief descriptions of your experiences in each classroom.
5. Maintain an Electronic TEP Portfolio

### Course Text:

Weinstein, C.S., & Novodvorsky, I (2011). *Middle and secondary classroom management: Lessons from research and practice* (4<sup>th</sup> ed). New York: McGraw Hill.

### ED 330 Series Grading Criteria

- Field Work Attendance- including meetings with guiding teacher and school PDs/Dept Mtgs (50%)
- Weekly Reading/Observation Assignments (25%)
- Novice Year Field Notebook including reflective journal and Field Work log (25%)

**Team Website**

Weekly Reading Responses will be completed and submitted through the Team Lee/Reyes McGovern website: [www.ccle.ucla.edu](http://www.ccle.ucla.edu) Collaboration Site

Students are responsible for posting two responses to each article on the website.

**First post:** Type a quote from the reading or assignment that resonates with you in some way. Write a 1-2 paragraph response to the reading, explaining why you chose the quote, what new questions you may have, and any other relevant commentary. First post must be made by 11:59 pm on the Saturday prior to the class in which the reading will be discussed.

**Second post:** Respond to the first post of another student on our team. Minimum one paragraph. Second post must be made by 11:59 on the Tuesday prior to the class in which the reading will be discussed.

Additionally, we will be posting the weekly field support schedule and other announcements on our team website. You are responsible for checking the website regularly (at least 3 times/week)

**Grading**

Each week, points can be earned for the following

- Attendance at Field Work Assignments (10 points/week)- prompt and prepared, lesson plans submitted when due/necessary
- Weekly posts on Readings & Field Work Assignments (5 points/week)
- On-Going Projects (TEP Portfolio & Planning & Reflecting Journal) are worth 50 points

A novice earning less than 185 points must complete a make up assignment or risk earning a grade of “unsatisfactory” or “incomplete.”

**TEP Portfolio**

You will create an on-line portfolio to satisfy the requirements of the TEP portfolio. Additionally, you will keep a hard copy of selected items in a binder for the purposes of job interviews.

**Planning and Reflecting Journal**

Obtain two 8 ½ “ x 11” Spiral notebooks- one for your HS placement, one for your MS placement.

If Observing during Field Work- take field notes, add reflections after class

If Teaching during Field Work- attach lesson plan on the left, reflection on the right.

**Weekly Check-In Picture Protocol**

Each week, you will take a picture that represents something you are learning, experiencing, feeling, or pondering. The picture can be of an object, situation, or setting and you can choose to be in the image or not. Pictures and a one-to-two sentence caption should be emailed to each week by Monday, 11:59 pm. (please send to ) During our weekly meetings, these pictures will be used in a check-in protocol.

**Picture Check-In Protocol**

1. When your slide and caption appear, read the caption aloud
2. During the slide presentation, silently jot down notes.
3. After class, follow up with team mates, asking them about their check in picture

**TEP Portfolio**

The goal of the TEP Portfolio is to create a complete record of accurate and useful information about the novice teacher's fieldwork and emerging practice as a social justice educator.

The TEP Portfolio 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 portfolio to promote dialogue with their faculty advisor, mentor teacher, and peers
- generate ideas for future teaching

The artifacts included in the TEP Portfolio reflect actual tasks, knowledge, skills, and dispositions necessary for effective practice. The field portfolio is divided into seven core areas, with key artifacts included in each section:

**1. Becoming a Teacher**

Artifacts: Community Inquiry Project, "Where I Am From" Poem, Ideal Classroom Assignment, Educational Theory Assignment, Strategies Chart, Positionality Narrative, **Classroom Ecology Plan**, Action Plan for Working with Parents and Families, 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)**

Artifacts: Semester Curriculum Maps, Unit Plans, Learning Segment Lesson Plans, Reflective Analysis Assignments, Examples of Student Work, Videos of Student Teaching

**4. Field Support**

Artifacts: Guiding teacher/faculty advisor feedback- Incl. Observation Forms and Rubrics, Field Work Log, Teaching Evaluation Forms

**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 and Conference notes, participation certificates

**7. Professional Information/Documents**

Artifacts: Resume, Cover Letter, Relevant Documentation (CBEST/CSET/PACT Score reports, TB test certificate, etc.)

As you create and continue to update and post items to your online portfolio, remember to include images and descriptions of assignments that will make your website visually appealing



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and user-friendly.



**ED330** Novice: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**Professional Information/Documents:**

**Notes**

<input type="checkbox"/> Resume w/ extra copies <input type="checkbox"/> Cover Letter w/ extra copies <input type="checkbox"/> Other Documents (CSET Score Report, CBEST Score Report, PACT Score report, etc.)	
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**Section 1: Becoming a Teacher**

**Notes**

<input type="checkbox"/> Community Inquiry Project <input type="checkbox"/> Where I'm From Poem <input type="checkbox"/> Ideal Classroom Assignment <input type="checkbox"/> Strategies Chart <input type="checkbox"/> Theory Overview Project <input type="checkbox"/> Positionality Narrative <input type="checkbox"/> Classroom Ecology Project <input type="checkbox"/> Action Plan for Working with Parents & Families <input type="checkbox"/> Philosophy of Education	
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**Section 2: School Information**

**Notes**

<input type="checkbox"/> Daily and Weekly Schedule <input type="checkbox"/> Student Teaching Placement Grid <input type="checkbox"/> Other Relevant Site-Specific Materials (i.e., bell schedules, school calendar, map, etc.)	
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**Section 3: Planning, Instruction, Assessment and Reflection (PIAR)**

**Notes**

<b>Placement 1:</b> _____ <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Unit Plans <input type="checkbox"/> Reflective Analysis Paper <input type="checkbox"/> Lesson Plans and Reflections <input type="checkbox"/> Examples of Student Work <input type="checkbox"/> Co-Teaching Expectations & Agreements	
<b>Placement 2:</b> _____ <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Unit Plans <input type="checkbox"/> Reflective Analysis Paper <input type="checkbox"/> Lesson Plans and Reflections <input type="checkbox"/> Examples of Student Work <input type="checkbox"/> Co-Teaching Expectations & Agreements	

**Section 4: Field Support**

**Notes**

<input type="checkbox"/> Field Work Log <input type="checkbox"/> Observation Rubrics & Classroom Observation Forms <input type="checkbox"/> Guiding Teacher Feedback/Notes <input type="checkbox"/> Placement 1: Progress Report on Student Teaching Final Student Teaching Evaluation <input type="checkbox"/> Placement 2: Progress Report on Student Teaching Final Student Teaching Evaluation	
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**Section 5: Developing Community**

**Notes**

<input type="checkbox"/> Samples of Syllabi & Parent Letters <input type="checkbox"/> Other Letters/Communication to Families <input type="checkbox"/> Parent Conference Records, Phone Logs/Notes <input type="checkbox"/> Newsletters or other Classroom communication	
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**Section 6: Professional Development**

**Notes**

<input type="checkbox"/> Professional Development Attendance notes	
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## UCLA Student Teaching- Ed 330A/B/C Planning and Reflection Journal

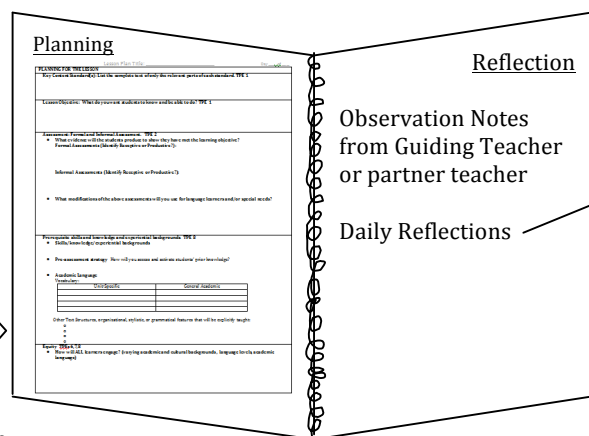
You will use a **Spiral-bound Notebook** (college-ruled, 8 ½" x 11" paper, at least 100 pages) for each student teaching placement.

During the first part of your field work, you will be observing and helping in the classes you are assigned. If you are not responsible for lesson planning, you will take field notes on the left side and reflect on the right.

**Planning:** On the **left side** of each double page, paste/staple/tape the **daily lesson plan**, be sure to write in/highlight the day and date.

**Reflection:** The corresponding **right side** is for the following:

- Notes from Guiding Teacher and/or partner student teacher
- Daily Reflection (see below)



**Daily Reflections:** After each period of student teaching, take 10-15 minutes to write (or type) your impressions about how things went in your class. Consider using the following prompts:

1. What is working? What is not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)
2. How does this reflection inform what you plan to do in the next lesson? (What changes or adjustments will you make tomorrow?)

Lesson Plan

## UCLA Teacher Education Program

### Student Teaching Field Support

#### Planning/Teaching/Reflecting Protocol

1. Submit **unit plans** and **daily lesson plans** (Wednesday of each week)
  - a. If you are beginning a new unit, email unit plan
  - b. Five days of daily lesson plans for the following week (if possible, in one doc)
  - c. “Sketch” of agenda items for the week after that
  - d. In your email, please note any scheduling considerations for that week (block scheduling, special events- assemblies, CAHSEE, etc.)
  - e. Send email to your faculty advisor and your guiding teacher
2. Check the **Field Support Schedule** in the CCLE Announcements Forum (Sunday)
  - a. Be sure to notify your faculty advisor /field support provider if there are any conflicts
  - b. Inform your guiding teacher of upcoming visit, invite them to be a part of the debriefing conversation
3. While teaching lessons
  - a. Record **Field Notes/Observations** in your planning and reflecting journal
  - b. Partner teacher and/or guiding teacher may add notes to the p/r journal
4. After Teaching
  - a. Discuss how the lesson went with partner teacher and/or guiding teacher
  - b. Note what went well, ideas for improvement, questions you have in your p/r journal
    - i. What is working? What is not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)
    - ii. How does this reflection inform what you plan to do in the next lesson? (What changes or adjustments will you make tomorrow?)
  - c. Make adjustments in your lesson plan for the following day.
  - d. Discuss possible alterations to the next learning segment and overall unit plan
5. During Field Visits with your field support provider
  - a. Give your p/r journal to your field support provider
  - b. If you like, include a paper with notes about what you would like your field support provider to be aware of and/or looking for during the observation.
  - c. Introduce or re-introduce your field support provider to the class as necessary
  - d. During the debriefing conversation, make notes in your p/r journal
  - e. Discuss observation Rubric and progress on TPEs
  - f. Following the visit, observation notes will be emailed to you and to your guiding teacher. Be sure to add this form to your Field Portfolio

## ED 330A- Fall Quarter Schedule of Readings, Assignments, and Events

**Orientation Week: Thursday, September 26** Community Day

**Week 1: Wednesday, October 2**

- Reading: Chapter 1 “Classroom Management in a Crowded, Complex Environment” in Weinstein, C.S., & Novodvorsky, I (2011). *Middle and secondary classroom management: Lessons from research and practice* (4<sup>th</sup> ed, p. 2-30). New York: McGraw Hill.
- Field Work Assignment: Reflect on your own experiences in school. When you were a middle and high school teacher, how did you define “good” teaching?
- TPEs 12- Professional, Legal, and Ethical Obligations and 13- Professional Growth

**Week 2: Wednesday, October 9**

- Field Work Assignment: Interview your guiding teacher(s)- what does your guiding teacher wish he/she would have known about teaching and classroom management? What is your guiding teacher’s philosophy/style of classroom management?
- TPEs 12- Professional, Legal, and Ethical Obligations and 13- Professional Growth

**Week 3: Wednesday, October 16**

- Reading: Chapter 2 “Designing the Physical Environment” in *Middle and secondary classroom management* (p. 26-48)
- Field Work Assignment: Consider the layout of the classroom in which you are observing. What stands out to you? In what ways does the physical environment contribute to students’ experiences in the class?
- TPEs 12- Professional, Legal, and Ethical Obligations and 13- Professional Growth

**Week 4: Wednesday, October 23**

- Field Work Assignment: p. 46-47 On Your Own Activity- Diagram your ideal future classroom. Use the “Ideal Classroom Assignment” Form. As you observe and sketch, reflect on Steele’s functions of the environment
- TPE 11- Social and Physical Environment

**Week 5: Wednesday, October 30**

- Reading: Chapter 3 “Building Respectful, Caring Relationships” in *Middle and secondary classroom management* (p. 49-91)
- Field Work Assignment: p. 89 On Your Own Activity 1- interview students about their definitions of caring teachers- how do they know that a teacher cares or doesn’t care?
- TPEs 11- Social and Physical Environment and TPE 8- Learning about students



**Week 6: Wednesday, November 6**

- Reading: Chapter 4 “Establishing Norms for Behavior” in *Middle and secondary classroom management* (p. 92-114)
- Field Work Assignment: Notice the routines that are operating in the classroom in which you are observing. Which routines seem to be “working” well? How do you know those routines are “working”?
- TPEs 11- Social and Physical Environment and TPE 8- Learning about students

**Week 7: Wednesday, November 13**

- Field Work Assignment: Fill out the Classroom Routines and Policies handout- what are some of the routines/policies that you feel most strongly about? At this point, how would you describe your own philosophy/style of classroom management? How will you go about creating a positive, safe environment for learning for your students?
- TPEs 11- Social and Physical Environment and TPE 8-Learning about students

**Week 8: Wednesday, November 20**

- Reading: Chapter 5 “Knowing Your Students and Their Special Needs” in *Middle and secondary classroom management* (p. 115-156)
- Field Work Assignment: p. 154 On Your Own Activity- Select one of the three On Your Own Activities. Visit the appropriate office (special education, bilingual, etc) and interview school personnel there. Obtain information relevant to the classrooms you are in for field work.
- TPEs 4- Making Content Accessible, 7- Teaching English Learners, and TPE 8- Learning about students

**Week 9: Wednesday, November 27**

- No Class or Assignments- Thanksgiving Holiday

**Week 10: Wednesday, December 4**

- Field Work Assignment: Select a different activity than you did last week from p. 154.- Select one of the three On Your Own Activities. Visit the appropriate office (special education, bilingual, etc) and interview school personnel there. Obtain information relevant to the classrooms you are in for field work.
- TPEs 4- Making Content Accessible, 7- Teaching English Learners, and TPE 8- Learning about students

**Finals Week!**

**Monday, December 9-Friday, December 13** Preparation for Student Teaching Conferences- Due- Field Work Log and Reflective Journal, Preparation for Student Teaching Form, TEP Portfolio

**Winter Quarter Dates**

**Monday, January 6: Instruction Begins**

**Winter Quarter “Frontloading” and “Lesson Planning Sessions” - Mon, 1/6-Thurs 1/9**



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**Wednesday, January 8: Curriculum Map, Unit Plans and Week 2 Lesson Plans Due**