



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* (4th 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 website: www.ccle.ucla.edu
Team Collaboration Site

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

Given the weekly focus topic, find an academic article, TED talk, or other resource to learn about the topic. When you submit your first post, also include the APA-formatted reference AND a link to the resource. You may also find it useful to interview other educators, administrators, or community leaders who have an expertise in this area.

First post: Type a quote from the reading/resource 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 our **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

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 Elexia each week by Sunday, 11:59

pm. During our weekly meetings, these pictures will be used in a check-in protocol.

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 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"/> Classroom Routines and Policies <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

Placement 1: _____ <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	
Placement 2: _____ <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

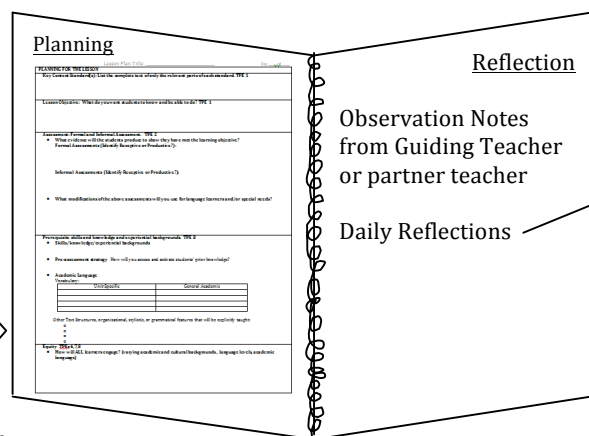
You will use a **Spiral-bound Notebook** (college-ruled, 8 ½" x 11" paper, at least 100 pages) for each student teaching placement.

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/field support provider 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 TEP Portfolio

A. Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- 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

B. 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

C. Engaging and Supporting Students in Learning

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

a. Developmentally Appropriate Practices in Grades 4-8

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

b. Developmentally Appropriate Practices in Grades 9-12

- 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 English Language Development
- 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

D. Planning Instruction and Designing Learning Experiences for Students**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

E. Creating and Maintaining Effective Environments for Student Learning**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

F. Developing as a Professional Educator**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

ED 330C- Spring Quarter Schedule of Readings, Assignments, and Events

Week 2: Wednesday, April 9: Middle School/High School Adolescent Development

- Reading Focus: Middle School/High School Adolescent Development: How are middle school-aged students potentially different than high school students? How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 11: Social Environment

Week 3: Wednesday, April 16: Classroom Norms, Policies, Procedures, & Grading Systems

- Reading Focus: Classroom Norms: Select a classroom norm, policy, procedure (tardies, cell phones, language, etc.) or grading system that you are still contemplating- what does “research” have to say about that issue? How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time? What system(s) of grading are you considering implementing when you teach full-time?
- TPE 2: Monitoring Student Learning, TPE 3: Interpretation and Use of Assessments, TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment

Week 4: Wednesday, April 23: Community of Learners

- Reading Focus: Communities of Learners: What does it mean to build a community of learners? Find one article or website or other resource the best reflects or represents your philosophy of classroom community. How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 11: Social Environment

Week 5: Wednesday, April 30: Family Involvement and Engagement

- Reading Focus: Family Involvement and Engagement: In what ways might you be able to involve and engage families/parents in your classroom community? What does “research” have to say about specific strategies you might implement for involving and engaging families/parents? How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 2: Monitoring Student Learning, TPE 3: Interpretation and Use of Assessments, TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 11: Social Environment

Week 6: Wednesday, May 7: Youth Participatory Action Research (YPAR)

- Reading Focus: Youth Participatory Action Research: How do we provide young people with opportunities to study social problems that affect their lives and determine action to alleviate these problems? How do youth learn the skills of critical inquiry and resistance in formal classroom settings? Under what conditions can YPAR be a tool of youth development and social justice work? How can we logistically include YPAR in our curriculum and pedagogies?

- TPE 2: Monitoring Student Learning, TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment

Week 7: Wednesday, May 14: Moving beyond “labels”

- Reading Focus: Moving beyond “labels”: How can we help students to move beyond ways they are “labeled” in schools (either through IEPs, ESL levels, as “resistant” or “trouble making” or “at-risk” students, etc- select one area). What does “research” say about how we might reframe these labels for students and their families? How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 2: Monitoring Student Learning, TPE 3: Interpretation and Use of Assessments, TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 11: Social Environment

Week 8: Wednesday, May 21: “Self Esteem” and Motivation/Engagement

- Reading Focus: “Self Esteem” and Motivation/Engagement: How do we help students to become self-directed in their learning and to believe in themselves? What does “research” say about students’ self esteem how this impacts their motivation and/or engagement in the classroom? How do we determine the differences between student motivation and engagement? How does this article help you to understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 2: Monitoring Student Learning, TPE 3: Interpretation and Use of Assessments, TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 11: Social Environment

Week 9: Monday, May 28: Trauma

- Reading Focus: Trauma: What are the best ways to support students and their families through traumatic events? What resources might be useful to students and their families? What does “research” say about the role of classroom teachers in supporting students through trauma? How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 11: Social Environment

Week 10: Wednesday, June 4: Electives and Art/Performance/Music

- Reading Focus: Electives and Art/Performance/Music: What strategies and resources are available to you should you be asked to teach an elective? How might you incorporate art/performance/music into your lessons? What does “research” say about the ways that the arts contributes to student learning? How does this article help you understand your current student teaching placement as well as what you hope to implement as you begin teaching full time?
- TPE 2: Monitoring Student Learning, TPE 3: Interpretation and Use of Assessments, TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment
- Assignment Due: TEP Portfolio

Ed 330C Spring 2014

Weekly Article Search Procedures

1. Using the UCLA Library, search the ERIC database for an article relevant to the weekly topic, your individual interest, and your student teaching situation.
2. Select an article and use UCLinks to generate the APA citation for that article. Copy and paste the citation into a document for later use.
3. Use the UCLA Library and/or Google scholar to find a PDF of your article. Download and read the article.
4. Post your **response and a link to your article or the citation** information into the 330C Forum by the Saturday prior to the class when the reading is due.
5. Respond to someone else's post by the Tuesday prior to the class when the reading is due.

Some Article Search Strategies

How to identify and use keywords....

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How to evaluate and select an article....

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Following up on an initial Article Search....

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Education 330B: Directed Field Work Spring 2014 Syllabus