



UCLA Teacher Education Program

Education 405 Series- Teaching in Urban Schools

Secondary Novice Team



Instructors:

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Meeting Time: Wednesdays, 4-7 pm

Meeting Location: Roosevelt High School, Rm. 208

Overview of the ED 405 series

The ED405 series consists of **three** courses, one each quarter during the novice year, designed as a bridge to connect theory with practice. In the fall, novice teachers will investigate values and biases in relationship to their teaching and the socio-cultural contexts in which this teaching occurs: the neighborhoods and communities of urban schools. During the ED405 courses, novice teachers will examine their assumptions and beliefs regarding race, class, culture, gender, religion, sexual orientation and other dimensions of their complex identities. These issues will be analyzed within the context of their development as social justice educators in urban schools as they strive to become socially just in thought, action, and teaching. In addition, novice teachers will investigate values and biases in relationship to their teaching and the socio-cultural contexts in which this teaching occurs: neighborhoods and communities of urban schools. Finally, novice teachers will explore options for becoming allies with families, schools and communities.

Each of the three courses in this series examines the relationships among self, community and families, social justice, and high quality pedagogy. This structure highlights the importance of continuing to examine ourselves and the interrelationships we have with the communities we serve.

Fall 405A Exploring Communities

1) My Community 2) Our Communities 3) Communities and Social Justice.

- Complete **Community Inquiry Project**.
- Write *I Am From* poem.

Winter 405B Exploring Identities

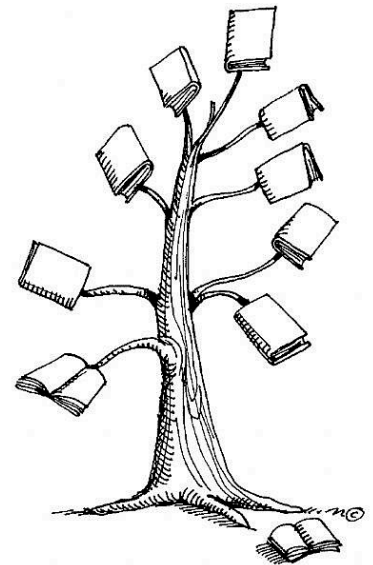
1) My Identity 2) Our Identities 3) Identities and Social Justice.

- Read *Pedagogy of the Oppressed* and other required readings.
- Write **Positionality Narrative**

Spring 405C Exploring Family School Connections

1) My Family 2) Our Families 3) Families and Social Justice.

- Read for Book Groups and other required readings.
- Complete **First Weeks of School** assignment
 - Classroom Ecology Plan
 - Action Plan for Working with Families
 - Philosophy of Education
 - Syllabus/Parent Letter



ED 405 Series Grading Criteria:

- Class Attendance and meaningful participation in class discussions and activities (50%)
- Weekly Reading Responses (25%)
- Final Project (25%)

Team Policies

2013, 2014

Weekly Reading Responses via 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.

First post: Type a quote from the reading 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 the team website. You are responsible for checking the website regularly (at least 3 times/week).

Grading

Novices can accumulate up to 200 points for the quarter in each class.

- Attendance & Participation in class (10 points/week)
- Weekly posts and Lit Circle Reading (5 points/week)
- On-Going Projects (First Weeks of School Portfolio, Theory Overview Project) are worth 50 points total.

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

- ❖ Quote selection demonstrates close reading of the text
- ❖ Commentary integrates personal views with course materials and information from colleagues.
- ❖ Uses examples from outside evidence (i.e., research, literature, field work experiences, personal life) to support and assess professional judgment.
- ❖ Demonstrates attention to multiple perspectives/stakeholders
- ❖ Both posts published by due dates/times

Weekly posts will earn five points if they meet the following criteria:



Spring 2014

ED 405C



Teaching in Urban Schools: Exploring Family/School connections

Course Description

This course will help prepare novice teachers to transition into their resident year of teaching in one of TEP's partnership schools. Novice teachers will explore interrelationships among families, communities and school systems. In connection with their student teaching assignment, novice teachers will: 1) engage with parents, caregivers, guardians, students, and school personnel to develop strategies for working with families, which they can apply during their resident year; 2) learn about and discuss different classroom management models so they can develop their own personal system of management for their resident year of teaching; 3) develop a philosophy of education, which guides the instructional decisions they make in their classrooms and their emerging identities as social justice educator. This class meets in the field. (Letter Grading)

Guiding Questions:

- How does who we are impact how we teach and how we make alliances with the stakeholders in our school community?
- What principles, theories, values, and beliefs guide our philosophy of education?
- How do we make alliances with students, parents, families, community members, and our colleagues to best pursue our Social Justice ideology as teachers?

ED 405C Requirements:

- Attendance and punctuality to class meetings and all team events. Any lateness or absence must be discussed with us beforehand, or in the case of an emergency, prior to the next class meeting.
- Prepare for class by completing readings and written assignments prior to seminar.
- 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.
- Complete all activities and journal writings associated with class sessions, including all segments of the "First Weeks of School" Portfolio

ED 405C Grading Criteria:

- Class attendance and meaningful participation in class discussions and activities (50%)
- Weekly Reading Responses (25%)
- On-going projects (First Weeks of School Portfolio, Theory Overview Project) (25%)

ED405C Readings (on CCLE):

Klassen-Endrizzi, C. (2004). We've got to talk: Redefining our work with families. *Language Arts*, 81(4), 11-20.

Noddings, N. (2005). *The Encyclopedia of Informal Education*. "Caring in education." Retrieved July 9, 2009 from: www.infed.org/biblio/noddings_caring_in_education.htm

Oakes, J. & Lipton, M. (2007). *Teaching to change the world*. 3rd Ed. New York: McGraw Hill. "The community: Engaging with families and neighborhoods" (382-419).

Sapon-Shevin, M. (1995). Building a safe community for learning (99-112). In W. Ayers (Ed.). *To become a teacher: Making a difference in children's lives*. New York: Teachers College Press.

Book Club Choices for Spring 2014:

Black Boy (1945) by Richard Wright

Culture and power in the classroom: Educational Foundations for the Schooling of Bicultural Students (1991/2012) by Antonia Darder

The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools (2008) by Jeff Duncan-Andrade & Ernest Morrell

The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education (2011) by Diane Ravitch

The Tipping Point: How Little Things Can Make a Big Difference (2000) by Malcolm Gladwell

Education and Democracy (1916) by John Dewey

Courageous Conversations Agreements

1. Stay engaged (active listening & active participation)
2. Speak your truth: "I" statements (not generalizations)
3. Experience discomfort
4. Expect and accept non-closure
5. Step up, step back

From the book: *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn Eric Singleton and Curtis Linton (2006).

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>

Getting Ready to Teach First Weeks of School Portfolio

Rationale: Beginning teachers often find it challenging to structure the first weeks of school to lay the groundwork for a productive year. Taking the time to build a solid foundation in the early weeks of school can pay off all year long in increased student motivation, cooperation, and responsibility. In addition, beginning a relationship with parents and families in the early weeks of school is a critical component of establishing your classroom community. This assignment asks you to begin collecting ideas for the beginning of the school year: getting to know students, establishing routines, rules and procedures, and working with families and parents. The objective of this assignment is for you to create a practical resource to use as you begin teaching.

Materials:

- Create a 7th section in your Online Portfolio, entitled First Weeks of School. As you complete entries for this portfolio, be sure to post copies of all documents in this section.
- Throughout Spring quarter, you may decide what organizational system will work best for you to be able to construct, compose, and collect ideas. You'll need to have access to this during each class session and show evidence of its completion during your end-of-the year conference in May/June.

Entries:

Each of the following entries should begin with a brief (2-3 pages) written reflection that integrates your responses to the prompts or any other ideas you would like to present, followed by an action plan.

Entry 1: Classroom Ecology Plan

Reflection

- How do you define “classroom learning community” and “classroom management”?
- What are the qualities/characteristics you would like to promote as you build community?
- What theories inform your ideas about Classroom Community and Classroom Management??

Action Plan for Building a Classroom Community

- How will you introduce yourself to your class? What will you say? What will you do?
- How will you learn about your students, their lives/interests/cultures?
- What classroom norms/policies/routines will you implement? How will you go about introducing these norms/policies/routines?
- Create/Collect lesson plans for introductory activities you will use during the first two weeks of school to help students get acquainted with you and one another. Include any materials/handouts you will use for these activities.

Entry 2: Involving and Engaging Families

Reflection

- How do you define family involvement/engagement? What does ideal family involvement/engagement “look” like?

- What are the benefits of family involvement and engagement?
- What role should teachers assume in their involvement and engagement with families?
- What theories inform your ideas about Involving/Engaging Families?

Action Plan for Involving Families in Schools

- How will you introduce yourself to parents and families?
- What opportunities for communication and involvement will you present to parents/families? What questions will you ask?
- How will you regularly communicate with parents? How often will you reach out via email/phone calls/visits? If you will use a newsletter, website or other regular means of communication, create a prototype.

Entry 3: Philosophy of Education and Course Syllabus/parent Letter

Reflection (Philosophy)

- What does it mean to you to be a teacher for “social justice”? What are your goals as a social justice educator?
- How is your philosophy of education represented in the decisions you have made about your classroom and teaching? How are those elements represented in the syllabus and parent letter? What do you hope your students and their families can tell about you through these documents?
- What theories inform your thinking?

Action Plan (Syllabus and Parent Letter)

Your syllabus and parent letter should include the following information:

- A brief introduction, including contact information
- Course Description
- Curriculum Map Overview- General information about what you will be teaching & when
- Essential/Guiding Questions or Goals and Objectives for the course
- Start up activities or other daily assignments
- Class policies re: attendance, tardies, homework, late/make up work, bathroom, dress code, etc.
- Grading System
- Supplies needed- how will students keep their work? How will students track their assignments and/or grades?
- Information about class rules/norms
- Parent Communication
- Any other necessary information and/or encouraging messages for your students.

Ed 405C Spring 2014
Educational Research/Theory Project
(continued from Fall & Winter in ED 405A & B)

Consider the research, theories, theorists/authors, ideas, and strategies presented in your courses this year. Visually represent key theories, models, terms, authors, and relevant strategies in a way that demonstrates your understanding of the ideas and the connections between and among ideas.

Keep in mind that this project is about the process of having to organize your ideas and present them in a way that is understandable and useful to yourself and your teammates. You may be as creative or “not” as you wish.

Criteria for Theory Project:

- Comprehensively includes ideas, direct quotes, names of authors, and strategies from each of the following courses:
 - Ed 330A/B/C Field Work
 - Ed 320A/B/C Secondary Content and Literacy Methods
 - Ed 405A Teaching in Urban Schools: Community
 - Ed 405B Teaching in Urban Schools: Teacher Identity
 - Ed 405A Teaching in Urban Schools: Parents and Families
 - Ed 406 Social Foundations
 - Ed 407 Educational Psychology
 - Ed 409 Language Acquisition
 - Ed 425 Special Education
 - Ed 466 Critical Media Literacy
- Theories, research, models, terms, authors, and strategies are connected appropriately and accurately.
- Project represents thoughtful, careful consideration of how ideas are interrelated.

Be prepared to share your theory project in a gallery walk presentation on **Wednesday, June 11th**.

ED 405C- Spring Quarter Schedule of Readings, Assignments, and Events

Week 1: Wednesday, April 2: Introduction to Spring Quarter

- 405 Readings: None
- In-Class Activities: Picture Check In, Book Groups, Syllabus/Calendar Review, Expectations and Agreements, First Weeks of School Portfolio Assignment, What is a “safe” community for learning? Spring Quarter Sign Ups, Who Am I? Exit Slips
- TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, **TPE 11: Social Environment**, TPE 12: Professional, Legal, and Ethical Obligations, TPE 13: Professional Growth

Week 2: Wednesday, April 9: Classroom Community

- 405 Reading: Book Group Reading Assignment; Sapon-Shevin, M. (1995). Building a safe community for learning (99-112). In W. Ayers (Ed.). *To become a teacher: Making a difference in children’s lives*. New York: Teachers College Press.
- In-Class Activities: Book Groups, Picture Check In, **Theories of Classroom Management and Dilemmas of Practice, Middle School Adolescent Development**, First Weeks of School Portfolio Assignment, Who Am I? Exit Slips
- TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, **TPE 8: Learning About Students, TPE 10: Instructional Time, TPE 11: Social Environment**, TPE 12: Professional, Legal, and Ethical Obligations, TPE 13: Professional Growth

Week 3: Caring in Education

Please note the following week 3 sessions:

Monday, April 13, 10-3 pm, UCLA- Spring Quarter Curriculum Mapping

Tuesday, April 14, 10-3 pm, UCLA- Unit & Learning Segment Lesson Planning

Wednesday, April 15, 10-3 pm, UCLA- Field Support Meetings, Lesson Planning/Prep

Thursday, April 16, 10-3 pm, UCLA- Team Seminar

- 405 Reading: Noddings, N. (2005). *The Encyclopedia of Informal Education*. “Caring in education.” Retrieved July 9, 2009 from: www.infed.org/biblio/noddings_caring_in_education.htm
- In-Class Activities: Picture Check In, **Care Theory, Classroom Norms and Procedures**, Grading Systems, FWOSP- **Classroom Ecology, Who Am I? Exit Slips**
- TPE 2: Monitoring Student Learning, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, **TPE 7: Teaching English Learners, TPE 11: Social Environment**, TPE 12: Professional, Legal, and Ethical Obligations, TPE 13: Professional Growth

Week 4: Wednesday, April 23: Classroom Ecology

- 405 Reading: Book Group Reading Assignment

- Assignment Due: First Weeks of School Portfolio- Entry 1: Classroom Ecology Plan ()
- In-Class Activities: Book Groups, Picture Check In, Communities of Learners, FWOSP- Classroom Ecology Action Plan Sharing, Who Am I?, Exit Slips
- TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Teaching Practices, TPE 8: Learning About Students, TPE 11: Social Environment, TPE 12: Professional, Legal, and Ethical Obligations, TPE 13: Professional Growth

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

- 405 Reading: Oakes, J. & Lipton, M. (2007). *Teaching to change the world*. 3rd Ed. New York: McGraw Hill. "The community: Engaging with families and neighborhoods" (382-419).
- In-Class Activities: Article Discussion, Picture Check In, TPE Review/Reflection, Grading Systems, Working with Families, Who Am I? Exit Slips
- 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 11: Social Environment

Week 6: Wednesday, May 7: Student-Led Family Engagement and Community Involvement

- 405 Reading: Book Group Reading Assignment
- In-Class Activities Book Groups, Picture Check In, Family Engagement and Involvement, Youth Participatory Action Research (YPAR), Student-Led Conferences, FWOSP- Working with Families, Who Am I? Exit Slips
- 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 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment, TPE 12: Professional, Legal, and Ethical Obligations, TPE 13: Professional Growth

Week 7: Wednesday, May 14: Family Engagement and Involvement

- 405 Reading: Klassen-Endrizzi, C. (2004). We've got to talk: Redefining our work with families. *Language Arts*, 81(4), 11-20.
- Assignment Due: First Weeks of School Portfolio- Entry 2: Action Plan for Working with Families ()
- In-Class Activities: Article Discussion, Picture Check In, Theory to Practice Connections, First Weeks of School Portfolio- Working with Families- Sharing, Moving Beyond Labels, Who Am I? Exit Slips

- 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 8: Wednesday, May 21: Philosophy of Education

- 405 Reading: Book Group Reading Assignment
- In-Class Activities Book Groups, Picture Check In, FWOSP 3: Philosophy of Education and Syllabus/parent Letter, “Self Esteem” and Motivation/Engagement, Who Am I? Exit slips
- 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 7: Teaching English Learners, TPE 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment

Week 9: Wednesday, May 28: Syllabus and Parent Letter

- 405 Reading: Syllabi/Parent Letter Samples- Collect 3-5 samples from different teachers
- In-Class Activities: Sharing Syllabi/Parent Letter Samples, Picture Check In, Resident Inquiry Project Overview, Communication with families: Creating your own Syllabi and Parent Letters, Trauma, Who Am I? Exit Slips
- 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 7: Teaching English Learners, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment

Week 10: Wednesday, June 4: Resident Inquiry Presentations

- 405 Reading: Book Group Reading Assignment
- Assignment Due: First Weeks of School Portfolio- Entry 3: Philosophy of Ed and Syllabus/Parent Letter ()
- In-Class Activities: Book Groups, Picture Check In, Sharing Philosophy of Education & Syllabus/Parent Letter, Reflections on Student Teaching, Who Am I? Exit Slips
- 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 7: Teaching English Learners, TPE 8: Learning About Students, TPE 9: Instructional Planning, TPE 10: Instructional Time, TPE 11: Social Environment

Finals Week: Wednesday, June 11: Final Reflections and Celebration

- Assignment Due: Theory Overview Project Gallery Walk, Presentation of Animated “Where I’m From” Poems

- In-Class Activities: Picture Check In, Theory Overview Project Gallery Walk, Literature Circles Reflections, Resident Inquiry Project Presentations Reflections, “Where I’m From” Poem Presentations, Team Lee Celebration, Validations Activity, Course Evaluations

First Weeks of School Portfolio
ED 405C Team Spring 2014 Entry 1: Classroom
Ecology Pland Planning Sheets

Reflection (2-3 pages)

1. How do you define “Classroom Learning Community” and “Classroom Management”?
2. What are the qualities /characteristics you would like to promote as you build community?
3. What Theories inform your ideas about Classroom Community and Management??

To me, a “Classroom Learning Community” is _____

“Classroom Management” means _____

Key words and phrases I want to use in my reflection

Theories that inform my ideas about Classroom Community and Classroom Management

Write a 2-3 page reflection that integrates your responses to the prompts above.

First Weeks of School Portfolio
ED 405C Team Spring 2014 Entry 1: Classroom
Ecology Pland Planning Sheets

Action Plan			
Action Step	Learning about Each Other	Activities	Materials Needed
Introduction	What information will you share with your class?	What activity/activities might you do to introduce yourself to your class?	
	What information are you not sure whether you will share?		
Learning About Students	What do you hope to learn about your students in the first weeks of school?	What activities might help you accomplish these goals?	
	What goals do you have for developing connections between students?		
Classroom Policies and Routines	What classroom policies and routines will you implement (attach a copy of your class norms/policies/routines)?	How will you introduce and review these policies and routines?	

Write up your action plan

Lesson Plans: Map out/sketch your first 2 weeks of school (let's say 8 days)- What will you do each day?

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
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Collect/Gather lesson plans and materials for any community building activities in the sketch above.

First Weeks of School Portfolio

ED 405C Team Spring 2014

Entry 2: Involving and Engaging Families- Planning Sheets

Reflection (2-3 pages)

1. How do you define family involvement/engagement? What does ideal involvement/engagement "look" like?
2. What are the benefits of family involvement?
3. What role should teachers assume in their involvement with families?
4. What theories inform your ideas about engaging families?

To me, a "Family Involvement/Engagement" is _____

Family involvement could look like...

The benefits of family involvement might include _____

What is the teacher's role in involving and engaging families?

Theories that inform my ideas about Family Involvement and Engagement

*****Write a 2-3 page reflection that integrates your responses to the prompts above.*****

First Weeks of School Portfolio

ED 405C Team Spring 2014

Entry 3: Involving and Engaging Families- Planning Sheets

Action Plan

Introduction: How will you introduce yourself to parents/families?	What information will you share?	HOW will you initiate contact with parents?
What opportunities for communication and involvement will you present to parents/families? What Questions will you ask?	How might parents be involved in your classroom and school? What questions will you have for parents and families?	How will you go about informing parents and families of these opportunities?

<p>How will you regularly communicate with parents? How often will you reach out?</p>	<p>What kinds of announcements, information, requests, etc. might you communicate with parents about regularly?</p>	<p>How will you communicate regularly with parents?</p> <p>How often?</p> <p>How will you keep track of parent/family responses?</p>
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*****Write up your action plan*****

If you will use a newsletter, website, or other means of regular communication, create a prototype

First Weeks of School Portfolio

ED 405C Team Spring 2014 Entry 3: Philosophy of Education and Course Syllabus

Reflection (2-3 pages)

1. What does it mean to you to be a teacher for “social justice”? What are your goals as a social justice educator?
2. What theories inform your thinking?
3. How is your philosophy of education represented in the decisions you have made about your classroom and teaching? How are those elements represented in the syllabus and parent letter? What do you hope your students and their families can tell about you through those documents?

Being a “social justice” educator means _____

My goals as a social justice educator

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Theories that inform my ideas about Teaching for Social Justice

Because of my identity as a social justice educator, I plan to do the following in my classroom teaching:

From my syllabus and parent letter, I hope that students and parents know that _____

*****Write a 2-3 page reflection that integrates your responses to the prompts above*****

*****Create a syllabus and parent letter for your first year of teaching that reflects your philosophy of education*****