

UCLA Teacher Education Program:

Novice Year Forms

ED 330ABC

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

Novice Year Observation & Participation 2011-2012 Daily Log				
Date	School	Guiding Teacher	Grade	Observation and Participation Activities

Name: _____

Faculty Advisor: _____

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

<p style="text-align: center;"><i>UCLA Center X TEP</i> SECONDARY SEMESTER PLAN ELEMENTS</p>
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Content Goals:

What do you want students to learn during the semester? What standards, content and concepts will you address?

Skill Goals:

What do you want students to be able to do this semester? What skills will you work on developing with your students?

Outline and Timeline of Units:

What is the topic of each unit? What major concepts will be the focus of each unit? What specific skills will you focus on in each unit? Compile a timeline for each unit (How many days? Include dates of school events that will impact instruction.)

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

Preparation for Student Teaching

UCLA Teacher Education Program

Novice: _____

TEP Advisor: _____

Observation and Participation Record (attach)

(This record must include date, school name, grade level, teacher, and O&P activities for each placement)

Goals for Student Teaching

Student Teaching Placements

Each novice must complete student teaching in two different placements.

1st Placement

School: _____, Grade Level: _____, Subject: _____

Guiding Teacher: _____

Dates: _____

2nd Placement

School: _____, Grade Level: _____, Subject: _____

Guiding Teacher: _____

Dates: _____

Signatures

Novice: _____

Novice Advisor: _____

Date: _____

UCLA CENTER X TEACHER EDUCATION PROGRAM
MS/SS Lesson Observation Form

Novice/Apprentice/Resident Teacher

Date

Observer

Class/# of Students

California Teacher Performance Expectations ♣ | Observation Notes ♣ | Relevant Evidence

Making Subject Matter

Comprehensible

☐ TPE 1 Specific Pedagogical Skills for
Subject Matter Instruction

Assessing Student Learning

☐ TPE 2 Monitoring Student Learning
During Instruction
☐ TPE 3 Interpretation and Use of
Assessments

Engaging & Supporting Students
In Learning

☐ TPE 4 Making Content Accessible
☐ TPE 5 Student Engagement
☐ TPE 6 Developmentally Appropriate
Practice
☐ TPE 7 Teaching English Learners

Planning Instruction &
Designing Learning Experiences
for Students

☐ TPE 8 Learning about Students
☐ TPE 9 Instructional Planning

Creating & Maintaining Effective
Environments for Student
Learning

☐ TPE 10 Instructional Time
☐ TPE 11 Social Environment

Developing as a Professional
Educator

☐ TPE 12 Professional, Legal, and Ethical
Obligations
☐ TPE 13 Professional Growth

☐ Field Notebook

☐ Lesson Plan

☐ Debrief

UCLA TEACHER EDUCATION PROGRAM

Progress of Novice Teaching

To be completed by Guiding Teacher

Novice/Intern Teacher _____ Class _____ BCLAD _____

GT _____ Date _____ Grade Level _____ School _____

Please rate & circle 1-3 for each area

Teacher Performance Expectations					Commentary (Additional comments can be added on the back of page)
TPE 1: Teaching Skills (Subject Skills)	1	2	3	n/a	
TPE 2: Monitoring Student Learning	1	2	3	n/a	
TPE 3: Interpretation & Use of Assessments	1	2	3	n/a	
TPE 4: Making Content Accessible	1	2	3	n/a	
TPE 5: Student Engagement	1	2	3	n/a	
TPE 6: Developmentally Appropriate Practices	1	2	3	n/a	
TPE 7: Teaching English Learners	1	2	3	n/a	
TPE 8: Learning About Students	1	2	3	n/a	
TPE 9: Instructional Planning	1	2	3	n/a	
TPE 10: Instructional Time	1	2	3	n/a	

1 = Beginning Level: Demonstrates entry-level competence

2 = Emerging Level: Demonstrates beginnings of thoughtful and effective practice

3 = Developing Level: Demonstrates consistent progress of thoughtful, effective and reflective practices

n/a = not applicable to the candidate OR has not demonstrated this indicator sufficiently to be evaluated

Faculty Advisor Signature

Guiding Teacher Signature

Novice Teacher Signature

UCLA TEACHER EDUCATION PROGRAM

Final Report of Student Teaching

(to be completed by Guiding Teacher)

Novice/Intern Teacher _____ Class _____ BCLAD _____

GT _____ Date _____ Grade Level _____ School _____

Please rate & circle 1-3 for each area

Teacher Performance Expectations					Commentary (Additional comments can be added on the back of page)
TPE 1: Teaching Skills (Subject Skills)	1	2	3	n/a	
TPE 2: Monitoring Student Learning	1	2	3	n/a	
TPE 3: Interpretation & Use of Assessments	1	2	3	n/a	
TPE 4: Making Content Accessible	1	2	3	n/a	
TPE 5: Student Engagement	1	2	3	n/a	
TPE 6: Developmentally Appropriate Practices	1	2	3	n/a	
TPE 7: Teaching English Learners	1	2	3	n/a	
TPE 8: Learning About Students	1	2	3	n/a	
TPE 9: Instructional Planning	1	2	3	n/a	
E 10: TPE 10: Instructional Time	1	2	3	n/a	

1 = Beginning Level: Demonstrates entry-level competence

2 = Emerging Level: Demonstrates beginnings of thoughtful and effective practice

3 = Developing Level: Demonstrates consistent progress of thoughtful, effective and reflective practices

n/a = not applicable to the candidate OR has not demonstrated this indicator sufficiently to be evaluated

Faculty Advisor Signature

Guiding Teacher Signature

Novice Teacher Signature

UCLA Teacher Education Program
Report for BCLAD Novice Teachers ONLY
BCLAD INSTRUCTIONAL PROFICIENCY
To be completed by Guiding Teacher

Novice Teacher: _____ Guiding Teacher: _____

School: _____ Grade Level: _____

Would you recommend this credential candidate to be assigned to a Spanish bilingual classroom in which primary language instruction is required? Please comment.

Novice Teacher's Signature Date

Guiding Teacher's Signature Date

Faculty Advisor's Signature Date

BCLAD Methods Instructor Date

UCLA Center X Teacher Education Program
RECOMMENDATION FOR THE PRELIMINARY CREDENTIAL
Multiple Subject Candidate

Name _____

Date _____

Credential Requirements (see OSS checklist)

- ☐ Subject Matter Exams (CSET)
- ☐ California Basic Educational Skills Test (CBEST)
- ☐ US Constitution Exam
- ☐ Reading Instruction Competence Assessment (RICA)
- ☐ Coursework
- ☐ Student Teaching

Student Teaching

Placements

- | | | | |
|--------------------------------|---------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> K - 2 | <input type="checkbox"/> satisfactory | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> incomplete |
| <input type="checkbox"/> 3 - 5 | <input type="checkbox"/> satisfactory | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> incomplete |
| <input type="checkbox"/> 6 - 8 | <input type="checkbox"/> satisfactory | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> incomplete |

Progress of Novice Teaching

- | | | | |
|--------------------------------|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> K - 2 | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |
| <input type="checkbox"/> 3 - 5 | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |
| <input type="checkbox"/> 6 - 8 | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |

Report of Novice Teaching

- | | | | |
|--------------------------------|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> K - 2 | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |
| <input type="checkbox"/> 3 - 5 | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |
| <input type="checkbox"/> 6 - 8 | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |

Field Portfolio ☐ satisfactory ☐ unsatisfactory ☐ incomplete

Community Project ☐ satisfactory ☐ unsatisfactory ☐ incomplete

Performance Assessment of California Teachers (PACT)

(include score reports in candidate file)

- | | | |
|---|-------------------------------|-------------------------------|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> pass | <input type="checkbox"/> fail |
| <input type="checkbox"/> Mathematics CAT | <input type="checkbox"/> pass | <input type="checkbox"/> fail |
| <input type="checkbox"/> History-Social Science CAT | <input type="checkbox"/> pass | <input type="checkbox"/> fail |
| <input type="checkbox"/> Science CAT | <input type="checkbox"/> pass | <input type="checkbox"/> fail |

Recommendation for the Preliminary Credential ☐ Yes ☐ No

Comments:

Faculty Advisor

Teacher Candidate

Director

UCLA Center X Teacher Education Program
RECOMMENDATION FOR THE PRELIMINARY CREDENTIAL
Single Subject Candidate

Name _____

Date _____

Credential Requirements (see OSS checklist)

- ☐ Subject Matter Exams (CSET)
- ☐ California Basic Educational Skills Test (CBEST)
- ☐ US Constitution Exam
- ☐ Reading Instruction Competence Assessment (RICA)
- ☐ Coursework
- ☐ Student Teaching

Student Teaching

Placements

- | | | | |
|--|---------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> 1 st Placement | <input type="checkbox"/> satisfactory | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> incomplete |
| <input type="checkbox"/> 2 nd Placement | <input type="checkbox"/> satisfactory | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> incomplete |

Progress of Novice Teaching

- | | | | |
|--|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> 1 st Placement | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |
| <input type="checkbox"/> 2 nd Placement | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |

Report of Novice Teaching

- | | | | |
|--|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> 1 st Placement | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |
| <input type="checkbox"/> 2 nd Placement | <input type="checkbox"/> beginning | <input type="checkbox"/> emerging | <input type="checkbox"/> developing |

Field Portfolio ☐ satisfactory ☐ unsatisfactory ☐ incomplete

Community Project ☐ satisfactory ☐ unsatisfactory ☐ incomplete

Performance Assessment of California Teachers (PACT)

(include score reports in candidate file)

- | | | |
|---|-------------------------------|-------------------------------|
| <input type="checkbox"/> English-Language Arts | <input type="checkbox"/> pass | <input type="checkbox"/> fail |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> pass | <input type="checkbox"/> fail |
| <input type="checkbox"/> History-Social Science | <input type="checkbox"/> pass | <input type="checkbox"/> fail |
| <input type="checkbox"/> Science | <input type="checkbox"/> pass | <input type="checkbox"/> fail |

Recommendation for the Preliminary Credential ☐ Yes ☐ No

Comments:

Faculty Advisor

Teacher Candidate

Director

UCLA TEACHER EDUCATION PROGRAM
GUIDING TEACHER ASSESSMENT

Please fill out the following information for each of the Guiding Teachers you have worked with during the year:

School:

Grade level/Subject(s):

Name of Guiding Teacher:

Circle One:

Student Teaching:

Winter

Spring

Strengths:

Areas of Concern:

GUIDING TEACHER SURVEY/ INFORMATION SHEET

UCLA Center X Teacher Education Program

Name:

School:

Grade Level/Subject:

Years Teaching:

Credential(s) held:

ELL Authorization: ____ CLAD/BCLAD ____ ELD/LDS ____ Other

Previous experience mentoring, coaching teacher candidates:

Areas of Strength:

Professional Development Activities:

GUIDING TEACHER INVOICE

UCLA Teacher Education Program

NAME, please write in **FULL NAME** if not printed here

MAILING ADDRESS, including City, State and Zip Code

PHONE NUMBERS

EMAIL ADDRESS

SOCIAL SECURITY NUMBER

DISTRICT

SCHOOL

GRADE / SUBJECT

STUDENT TEACHER

First Assignment Dates

Second Assignment Dates

TOTAL AMOUNT OWED for SERVICES

☐ Please check this box if you have ever filled out a W-9 form for UCLA

GUIDING TEACHER SIGNATURE

DATE

FACULTY ADVISOR SIGNATURE

DATE

Request for Taxpayer Identification Number and Certification

Give form to the
requester. Do not
send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)	
Business name, if different from above	
<input type="checkbox"/> Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
City, state, and ZIP code	
List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number
OR
Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,