

UCLA CELEBRATES...

GSE IS

...10 Years of Social Justice in Action,
Commitment to L.A. Area Schools,
and Good Teaching.



For more information please visit <http://centerx.gseis.ucla.edu>

OCTOBER 8, 2005, 1-4pm, UCLA Royce Hall

The Journey Continues

Megan Franke, Center X Director and Jody Priselac, Executive Director

Jonathan Kozol in his new book *The Shame of the Nation* shares the experiences of students from across the country as they journey through school. The stories he tells are compelling and tragic. The stories capture just how wonderfully unique and special the students are and at the same time how our educational system continually fails to meet the needs of low income students of color. What we find most distressing is how the stories over the years about students of color remain the same. We as a society have not found the political and social will to challenge the structures that keep students from success.

As Center X celebrates its 10th anniversary, we are proud to say that we continue in the struggle towards social justice. The stories that Kozol tells resonate with our own here in Los Angeles. We continue to hope that we can help to build the social and political will to change the status quo. We continue working with teachers, students, administrators and communities as we learn together how to create better and more equitable learning opportunities. We have accomplished a great deal in the past ten years. We have grown, developed our school partnerships, expanded our parent work and added to our research agenda.

Our professional development work through the California Subject Matter Projects over the past ten years has shifted; we have focused on developing ongoing partnerships with schools and communities.

Continued on page 3

In This Issue:

Letter from the Editor

Reflections Celebrating the Tenth Anniversary of Center X

	Page
The Journey Continues <i>Megan Franke, Director</i> <i>Jody Priselac, Executive Director</i>	Front
From High Tech to High School <i>Judy Smith</i>	4
A Generous Culture <i>Faye Peitzman</i>	5
About Advocacy <i>Judy Schwartz-Behar</i>	6
Closing the Achievement Gap in National Board Certification <i>Tyrone Howard, Ann Ifekwunigwe, Rae Jeane Williams</i>	6
May the Force Be with Teachers <i>Carol Jago</i>	7
Becoming a Teacher <i>Melissa Minkin</i>	8
Recruitment: Seeking and Supporting Diversity <i>Sheila Lane</i>	10
UCLA Mathematics Project Inspires Program Assistant to Become Teacher <i>Leslie Corral</i>	12
Center X, Where Research and Practice Intersect <i>Jane Hancock</i>	13
TEP for a Lifetime <i>Shannon Garrison</i>	13
Memories of TEP <i>Eloise Lopez Metcalfe</i>	14
Editor <i>Rae Jeane Williams</i>	
Editorial Staff <i>Faye Peitzman, Jody Z. Priselac</i>	

Reflections Celebrating the Tenth Anniversary of Center X

Rae Jeane Williams, Editor

Since 1988, I have been the editor of a newsletter that has provided a forum for those interested in promoting better education for all students. We are a place to represent a variety of voices—teachers, students, parents, administrators, and researchers. A place where writers can freely express their opinions without fear of reprisals. Our Forum has been read by thousands of educators throughout the state. Contributors write articles and review books expressing their opinions about educational issues and policies. Articles have been written by Alfie Kohn, Peter McLaren, Jeannie Oakes, Kris Gutierrez, and Mike Rose and others. This newsletter gives all its writers an opportunity to share their views and perhaps to influence public policy. In this issue some of these writers share their reflections of the last ten years in Center X. Megan Franke and Jody Priselac highlight the work of the Center's social justice journey. Judy Smith compares her first career in the corporate world with her current work as a teacher. Faye Peitzman celebrates the nurturing environment of the Center and the UCLA Writing Project. Judy Schwartz-Behar explains how she came to education and TEP. Tyrone Howard, Ann Ifekwunigwe, Rae Jeane Williams share their findings from a study on supporting African American teachers through the National Board Certification process. Carol Jago recognizes the power and energy that is engendered in the collaborative work of our Center. Melissa Minkin reflects on her transition from a beginning discouraged teacher to an accomplished teacher who understands the importance of patience and persistence. Sheila Lane outlines the various ways she recruits, encourages and supports diverse students to apply to TEP. Leslie Corral describes how her work with the UCLA Mathematics Project led to her decision to become a teacher. Jane Hancock traces the evolution of the Center X name and its work. Shannon Garrison emphasizes the importance of TEP in her life as a teacher. Eloise Lopez Metcalfe rounds out this issue with snapshots of TEP by faculty advisors and field supervisors. We share these memories with you and invite you to continue your work in education and with Center X.

Center X Director, Megan Franke

Center X Executive Director, Jody Z. Priselac

The UCLA Center X Forum is published by UCLA Center X Graduate School of Education & Information Studies:

100 Moore Hall, Los Angeles, CA 90095-1521

<http://centerx.gseis.ucla.edu/forum>

The Journey Continues

Continued from front page

Our Reading and Literature Project, History-Geography Project, Writing Project, Science Project and Mathematics Project have engaged with thousands of teachers, and hundreds of schools, continuing to focus on content as it enables teachers to develop the skills, dispositions and resiliency they need to support change. Through our National Board Project we have supported more than 800 teachers as they work through the challenging certification process. And while most of our work is with teachers and schools, we have also grown our Parent Project. We have worked with over 750 parents to support them as they take active roles in their students' learning and success.

Our Teacher Education Program has doubled in size over the last ten years. We continue to work to refine our preparation of teachers to serve the students in the highest need urban Los Angeles schools. We are also following our graduates to understand how long and why they stay teaching in urban schools. Our studies reveal that 86% of TEP graduates remain in urban schools after five years compared to a national average of 50%. This year the Principal Leadership Institute (PLI) has joined Center X. The focus of the PLI is preparing school leaders who will work to make schools just places for all students.

One of our most significant endeavors as a Center to date has been our developing relationship with LAUSD Local District 7. We have brought together the Center X resources to

- (1) provide credentialed and well prepared urban school teachers,
- (2) support high school teachers across content domains to integrate literacy,
- (3) engage parents and
- (4) work with the District administrators to develop ongoing relationships.

We have, to the surprise and support of many teachers, continued to partner with Local District 7 for four years. We have learned together about sustaining our work in ways that benefit teachers and students.

Center X is engaged in a number of research projects. Each of these is about studying our work in ways that can improve practice at all levels. The Algebra Project is an example of the research we are doing. This large-scale experimental study involved teachers in twenty south Los Angeles elementary schools. We provided the teachers support in engaging their students in algebraic thinking. This National Science Foundation supported work showed that after only a year students in the algebra classrooms made academic gains not seen in the non-algebra classrooms. It showed how capable south Los Angeles students were in their ability to do algebra.

Kozol ends his book by quoting Roger Wilkins, in a way that highlights how important places like Center X are not only for the work they do but also for the hope they provide that together we can make a difference.

"No matter what the present mood in Washington is like, no matter what the people who are setting the policy today believe, or want us to believe, no matter what the sense of temporary hopelessness that many of us often feel, we cannot give up on the struggle we began and on the dream that brought us there." (p. 316)

We appreciate those of you who have shared in our work and our struggle, and we invite you all to join us as we continue on our journey into the next ten years.

We continue working with teachers, students, administrators and communities as we learn together how to create better and more equitable learning opportunities.

From High Tech to High School

By Judy Smith, *Class of 2003*

There is a specific place on my campus – when I round a corner and catch sight of my portable classroom – where every day I marvel that I am a teacher. After nine years in the high tech industry, I made the leap to high school. It was a conscious decision. After all, I knew the clientele would change. The adults I worked with in business were paid to be in their seats, came to work on time (mostly), and didn't need permission to use the pencil sharpener. I was aware the hours and pay would be different. I had already done some volunteer work in classrooms, taught mini-lessons, and interacted with hormonally-challenged young adults.

But I confess, I was unprepared for the fact that teaching would be the hardest job I've ever had. The hours and the working conditions we were asked to accept as inherent to the job, and the school demands outside of teaching put the common private industry worker to shame. Since starting teaching, I have learned the art of napping, the merit in using other people's lessons, and the

But I confess, I was unprepared for the fact that teaching would be the hardest job I've ever had.

value of Friday happy hour. Unlike the business world, where I could quietly sip my coffee and take thirty minutes to do email before truly starting my day, in the high school classroom the "on stage" factor is similar to being in the path of a daily hurricane. I love teaching more than any other job, but I do admit to having days where I want to run for higher ground. Also unlike my experience in business, I have had to cultivate the ability to perform several complex operations at once – for example, get thirty-five students working at the same time, answer the phone, write a bathroom pass, and give "the look" to the student who is distracting others. The only look I gave in

high tech was the one in the bathroom mirror.

The high tech product is a little different from the school product. In Corporate America, profit and return on investment drive the business. It is important to efficiently produce uniform products and build a loyal clientele. Most of the products we provided did not have feelings, think on their own, or come from a variety of backgrounds. They did not need Kleenex, band-aids, tampons, pens, pencils, whiteout, paper, rubberbands (need I go on?). In the classroom, we manufacture a different product and we don't always see return on investment right away. In addition, we cannot turn students into excellent readers, writers, thinkers, and of course, test takers, as easily as we can tighten a screw or correct code.

While in high tech, I had responsibility – to take care of customers, finish projects on time, train fellow workers on the latest sales application. As I gain more teaching experience, I realize the enormity of a teacher's responsibility and how different it is from my prior career. One semester, I told an economics student she had a mind for business; I found out the following semester that she changed her future major to business. Last year, I pulled a student out of class to find out why he was not working. His mother was dying of ovarian cancer. The student could not decide whether to be at school or support her at home. In another example, two girls told me about drive-by shootings at their homes and their fears. What I say to my students does make a difference, of that I am sure.

The challenges students pose are different from the challenge of figuring out a new marketing strategy. My newest clients, ages 14-18, are often sleepy at 8 am and intolerably boisterous at 2 pm. They sometimes come to school without having breakfast, getting a ride from a distant relative, and often forgetting that pencil that needs sharpening. They have a keen sense of justice – pouncing on the examples of oppression and injustice in history. Together we learn about sweatshops in Honduras, environmentally damaging oil drilling in Ecuador, and poverty in our country.

Continued on page 9

A Generous Culture

By Faye Peitzman, Director, UCLA Writing Project

Happy birthday to Center X! Ten years strong and bolstered by many more years of hard work. I'm one of the lucky ones—working with the UCLA Writing Project since 1980 and with the Teacher Education Program since 1991. Before you groan at the number of years, let me assure you that we haven't been running in place—as in, repetition and getting nowhere--no, no, no! In 1980 we were at the beginning of our understanding of writing process, of research rooted in K-12 classrooms, of teacher-research, of ways to help English learners attain advanced literacy and bi-literacy. We had the beginnings of a cadre of Writing Project fellows (UCLA's Project began in 1977), but nothing like the 900-strong group of Writing Project fellows who have participated in our 100-hour invitational institute and assumed enhanced leadership in classrooms, schools and districts. Our former directors have included Rae Jeane Williams, best known for her enthusiastic stance, our current Co-director, Jane Hancock, for energy and breadth of practical knowledge, and associate directors Marlene Carter, Norma Mota-Altman and Sidnie Myrick, all full-time classroom teachers devoted to students in urban schools.

We've attained a lot in these years; clearly because we're nourished by multiple networks—certainly by the California and National Writing Projects with their profound respect for the wisdom and decision-making acuity of classroom teachers. We all have expertise to add to the conversation, so we need to reflect, hone and share, and we all have something to learn. We felt and feel the generosity and inclusiveness of this stance and so have been able to extend it to others: every teacher has unique insights and there's enormous value in understanding the full range of writing development K-university.

Because our charge is to privilege writing, to expend energy really considering the environments that are most likely to engender dramatic growth, we've been able to make contributions to the field. And we have acquired the confidence to make an important statement: We do know, after

all, how to teach writing; and we know that every student can be a competent writer.

While my Writing Project work has focused on collaborations with experienced teachers, UCLA's Teacher Education Program has been a source of nourishment in expanding understandings of the larger backdrop of schooling. Students won't learn to write when they don't feel safe, when they don't trust, when racism, white privilege, homophobia and linguisticism promote the status quo and leave equity and social justice by the wayside. These are the thematic threads that TEP's student teachers and then first-year teachers grapple with even as they acquire the *how to's* of a beginning teacher's repertoire. These are also the threads that we weave into our Writing Project work—study groups on racism

Students won't learn to write when they don't feel safe, when they don't trust, when racism, white privilege, homophobia and linguisticism promote the status quo and leave equity and social justice by the wayside.

and homophobia which incorporate action research, a long-standing focus on teaching English learners and promoting respect for multi-lingual literacy.

Is every day glorious? No. In fact, if pressed, I'm sure I can conjure up an unglorious day or two. But, I'm reminded of a workshop Writing Project fellow Jessica Simmons led on guiding students to write slam poetry. After a good deal of background work, she told her teacher audience to choose a dominant emotion. Well, my dominant emotion is one of gratitude.

Thank you, Center X. For generosity—a culture characterized by sharing expertise and a larger generosity of spirit. And for leeway—it's not a cookie cutter model that guides us, but a philosophy, a stance.

About Advocacy

By Judy Schwartz-Behar, Class of 1998

I first discovered how absorbing and creative the teaching process could be in college, when I tutored Lisa Marie Santos. Lisa was a third grader who was convinced that she would never be able to multiply. She thought math was as icky as boys—I didn't like arithmetic much better than she did, but that was my little secret. In order to make the task more palatable, I used to make up little silly songs for her to remember the multiplication tables. They worked, and I became hooked on teaching.

Initially, I thought I'd start my teaching career through the Teach for America program, which recruits college grads from across the country to teach in some of the nation's poorest school districts. The focus that program has on trying to improve urban schools appealed to me, but several Teach for America participants warned me that the program provided little to no training before putting its teachers into some of the country's toughest classrooms. Instead of entering the teaching field with no guidance, I was determined to study some of the theory behind classroom methods and to have a student teaching experience before I became a full-time classroom teacher.

I was excited to learn about UCLA's Teacher Education Program. At the time, it had just started placing its focus on bringing social justice to urban schools. Center X offered its students the perfect opportunity to reach the same population as Teach for America targets, while providing a student teaching experience and book knowledge regarding pedagogical theory. While I knew it would take a year before I would have my own classroom, this seemed like a relatively small time investment with large potential rewards.

Continued on Page 10

Closing the Achievement Gap in National Board Certification

By Tyrone C. Howard, Associate Professor; Ann Ifekwunigwe and Rae Jeane Williams, NBPTS Co-Directors

Since its inception more than 12 years ago, the National Board for Professional Teaching Standards (NBPTS) has sought to advance the quality of teaching and learning in America's schools through a rigorous certification process. Recent studies demonstrate that this process is working: most important is that National Board Certified Teachers possess more characteristics of expert teaching than their non-certified peers. Over the past decade, the numbers of teachers pursuing, and successfully attaining National Board (NB) has increased steadily. As more benefits of National Board certification come to light, a growing concern is also emerging. Over the history of the certification process, African Americans teachers have pursued National Board certification in greater numbers than any other group except white teachers, yet they attain certification at significantly lower rates than any other subgroup (NBPTS, 2001). These discrepancies in National Board certification have led some to question the reliability of the National Board process when such large numbers of one particular sub-group have disproportionately not been successful relative to other groups.

In light of these growing disparities involving African American teachers who pursue certification and those who are successful in attaining it, our research team at Center X's NBPTS Project sought to identify what optimal structures of support could assist African American candidates pursuing successful National Board Certification.

Closing the achievement Gap in National Board Certification

Continued from Page 6

Over a two year period 40 candidates participated in Center X's NBPTS Project. The project provided candidates with writing assistance, technology support, African American National Board Certified teachers as mentors, and access to small learning communities of other teachers pursuing National Board. A total of 18 of the candidates completed the rigorous process and submitted a completed portfolio to be reviewed by the National Board. We were pleased to discover that close to half of the candidates 8 were successful in attaining National Board Certification. These success rates were more than four times the national average for African American teachers who pursue National Board Certification.

These success rates were more than four times the national average for African American teachers who pursue National Board Certification.

The qualitative findings from this study found that teachers who were successful in certifying identified five major factors as being critical to their success:

- 1) the ongoing writing support they received,
- 2) flexibility in program goals,
- 3) time management in assembling portfolios,
- 4) the value of small learning communities, and
- 5) intense mentoring.

It is our hope that these findings can be replicated in attempts to assist all teachers to be recognized for the excellence that they bring to the profession of teaching.

May the Force Be with Teachers

By Carol Jago, Santa Monica High School

Co-Director, California Reading and Literature Project, UCLA

Though education news often suggests otherwise, teachers have power. Despite the challenging circumstances – I have thirty-eight students in each of my classes - teachers possess the power to reach children, to change lives, to make a difference. Recognizing this source of educational energy, the California Subject Matter Projects and Center X channel the power of individuals to improve the educational system.

I wouldn't be the teacher I am without the sustenance I have drawn from the Writing Project, Reading and Literature Project, and Center X. When I faced difficulties I hadn't a clue how to overcome, Faye Peitzman taught me how to turn these challenges into teacher research. Teacher research led me to write for local newspapers, reaching out to educate the public about classrooms that work. Journalism led to publishing. Heinemann has just published my 8th book, *Papers, Papers, Papers: An English Teacher's Survival Guide*. Writing about my practice has helped me become more articulate and has given me a forum for explaining the complexity of classroom communities. Being published opened the door to serving on committees that shape NAEP assessments, the GED, and the California Language Arts Framework.

As Center X moves into its second decade of work, it is essential that more teachers take a similar professional journey. Too often the best and the brightest in our profession become discouraged by school climates that seem to discourage innovation and leave teaching before they actually hit their stride. A study by the National Commission on Teaching and America's Future found that fourteen percent of teachers leave the profession in their first year and forty-six percent by the fifth year. It takes at least five years to begin to be effective. (I sometimes feel I should offer a refund to the students I taught in my first years.) By creating powerful professional communities, the California Subject Matter Projects work to stem this tide.

Continued on page 9

Becoming a Teacher

By Melissa A. Minkin, Class of 2004

I have just begun my third year of teaching and snapshots of shining moments this year remind me why I am here.

I have just begun my third year of teaching and snapshots of shining moments this year remind me why I am here:

- Javier has stopped ditching class, he started doing his homework, and he fell in love with his first book. He wrote:
“The book, *Freak the Mighty* is a fantastic book. It’s one of the best books I have ever read. I have never read something that sentimental for friendship. It is so nice I really like this book. This book encouraged me to be a friendly man with lots of friendship to the other people. It is cool, fun and also very sad. It might make a grown-up cry like it made my teach Ms. Minkin cry. So it is a very good book. If I were to tell somebody to read it I would say to read it with fun not just with noncare and uncaring about what is say in the book.”

- When the governor visited our campus, we didn’t expect a front page

Los Angeles Times story featuring our principal’s support for the plan “to get rid of” weak teachers. We weren’t even supposed to know Mr. Schwarzenegger was here. But there are no secrets in middle school. Students bubbled with comments and questions: Is it true that the governor will be here today? I heard he hates Mexicans and wants us to go back. Why did he steal from the schools – he’s rich? He hates immigrants but he’s one, too. Why can’t we talk to him? Why are we not allowed out of class – it’s like a lockdown? I put aside the lesson plan and facilitated a discussion about the ways students can influence government, even if they are not citizens or of voting age. And we explored our responsibility to be agents of change.

My students decided to write letters. With a purpose for writing, they realized they needed to learn the formal letter format and opened their textbooks. They checked each other’s spelling and grammar. And they wrote with passion. One student wrote “I respect your position. But I have to tell you I’m not happy with what you are doing. I want to be a lawyer and my brother wants to go to college, but we cannot pay for it.”

- When we published a class collection of writing, my students were exhilarated and so was I. I was moved by the community we had built when it became spontaneously imperative that every student collect each classmate’s autograph. No one was left out. One student said, “Ms., I’m going to remember this day – the day I got published – my whole life. Even when I’m in high school, I will remember.”

But it didn’t start out this way. During my first year of teaching – my resident year in TEP – theory and practice were miles apart. Despite my commitment to a socially just, caring community, my lack of skills and experience resulted in a chaotic classroom full of disruption, disrespect, open defiance and hostility toward me and the learning process. There was yelling, throwing paper, insults, running around the room, tagging, and refusal to follow basic instructions like sit down, stop talking, and raise your hand. I struggled with the reality of being a thin-skinned, white, middle-class woman who had limited experience working with poor urban youth. I questioned my ability to care about my students. Sometimes I didn’t care that I didn’t care. I experimented with behaviorism, punishment and the don’t-smile-until-Christmas philosophy. Emotionally, I lost my appetite, I couldn’t sleep and I felt brittle, exhausted and weak by the end of first period. Even my advisor and field supervisor agreed that I should look for another job. But when the principal refused to release me, I had to choose between losing my credential and sticking it out.

Clearly, I was deeply disappointed that my classroom reality defied my vision so drastically. I seriously considered dropping out of the program. I was convinced I couldn’t possibly complete the resident year class work and inquiry while trying to survive my first year of teaching. Somehow, with much encouragement from others, I persevered, and I decided to use my inquiry as an opportunity to examine why my theory and practice failed so badly to intersect. Essentially I asked four questions: What am I doing in class? Why am I doing it? How does it affect my students? And, what can I do about it? I examined caring theory – articulated by Noddings (1984) and Valenzuela (1999) – and Delpit’s (1995) critique of power.

Continued on page 11

From High Tech to High School

Continued from page 4

They say funny things, not always appropriate for the classroom. For example, a tenth grader asked me in front of the class if I wear a thong. I don't recall the lesson of the day, but I do know it wasn't undergarments. For a "create your own business" economics project, several twelfth graders wanted to create sex and smoke shops. I appreciated their desire to complete the assignment but had to redirect their energy. Of course, students share their unhappy feelings too. There was the student that repeated multiple times that she disliked me. Other students feel I give too much homework. Imagine that!

Before going into teaching, I knew that I would be faced with unfamiliar issues. I recognized I would have no context for most of my students' problems. However, I was certain of three things: I really wanted to be the best teacher I could (a goal I still work on day in and day out), I needed a teacher education program that would push me and support me, and I really cared about kids and learning. All students deserve the best teachers and I wanted to help them understand that too. At UCLA, the combination of academic work and outstanding professors and colleagues met my needs and set my teaching course. What other teacher education program asks a teacher to love their students, requires rigor in the classroom, and teaches social justice? In addition, we learn a mindset that we teachers must constantly examine our approach, curriculum, and expectations and reach out to other like-minded social justice educators for support and ideas.

But hey, don't get me wrong. There was a cost moving from high tech to high school. In corporate America, luxuries such as fabulous holiday parties and access to the latest technology seduced me for a while. I loved the fast pace, salary, travel, and interesting problem solving. I learned about business, professionalism, and working with others. All valuable. However, that cost, when evaluated in heart and soul dollars, changes. In high tech, we did not take much time to examine values, biases, and different cultures. High tech didn't teach me about human suffering and triumph at the same time. High tech didn't expose me to our children and to their critical role in our future and our democracy, or offer intellectual stimulation on history, literacy, and politics. High tech didn't teach me to be a better human being. Teaching high school does.

May the Force Be with Teachers

Continued from page 7

It is one of the things that makes teaching so appealing. I never know what odd knot I will need to untie. Teachers have to use every skill and piece of knowledge they have managed to garner in a lifetime in order to keep that rope untangled. Adventurers climb mountains to test their mettle. I say what could be more challenging than a room full of thirteen-year-olds with anything but Charles Dickens on their minds. What could test the limits of your stamina more than devising lessons to illuminate the wonders of photosynthesis? What would try your intelligence more than explaining an equation that seems obvious to you to students for whom algebra is a mystery?

This nation needs more great teachers, individuals who can dream the impossible dream and even tilt at the occasional wind-mill.

Teaching requires extraordinary imagination and an intrepid spirit. But what a goal to do it well, what a thrill to make the things you know come alive for children. That's what I call power. Call me crazy, but I actually feel sorry for people who don't get to teach.

Recruitment: Seeking and Supporting Diversity

By Sheila Lane, Faculty Advisor

I conduct workshops on “How to write a statement of purpose” for prospective students, and they often bring them to me to read and to discuss. One stands out. A young man came to me with a very dry, boring essay, which didn’t reveal anything about him or his passions. I didn’t know what to say, so I said it was fine and was about to say good-bye when I stopped and asked him to tell me about why he wanted to be a teacher. He spoke at length, eloquently, about his volunteer experiences in South L.A. and his passion for social justice. I asked him why he hadn’t written any of this in his essay and he said he was afraid he wouldn’t be accepted so he had just written a factual essay, and besides, the application was due the next day. I told him to go for his passion, take a chance, and reveal his real self. He is a novice starting in our program for the 05-06 year.

I have been recruiting for TEP for the past five years. TEP has received several grants to recruit teachers to teach in our urban partnership schools. Because of these grants, I was able to implement several programs. First, I decided to include current and former students in the recruiting process. I begin every year by asking novices for suggestions on recruiting, since they have just entered the program. Further, I also ask current and former students to come to recruiting events with me so that prospective students will be able to question and get honest responses from peers. In addition, I invite students to assist me at Statement of Purpose and Application workshops. Since many applicants are first generation college students, they may want some assistance with applying to graduate school. Students and I help them with their statements of purpose, their choices for recommendations, and any other questions.

Another program I have implemented is connecting with various fairs and ethnic studies programs.

Continued on page 11

About Advocacy

Continued from page 6

During my first quarter at UCLA, I observed a history teacher and ESL teacher at Fairfax High, a school which prides itself on its ethnic and socioeconomic diversity. Because I felt so at home there, I applied for a job and ended up teaching ESL, history and AP Government at Fairfax for four years. What always struck me as the best part of teaching is how utterly engaging the process is. Unlike other jobs, which can often involve a great deal of wishing the minute hand on the clock would move a little faster, teaching makes the day fly by. I often found myself wondering how it could be sixth period already.

It made me realize that the words of a teacher can last a very long time.

While at Fairfax, one of my students disclosed to me that she was being physically abused by her step-father. Through the process of trying to find her legal help, I became interested in becoming a juvenile lawyer. I recently graduated from law school and hope to use my degree to represent kids in the dependency system. Although I did not become a “lifer” in education, looking back on it almost ten years later, the choice I made to participate in UCLA’s teacher education program really set me on the career path that I am on today. I hope someday to return to teaching in some capacity—there is so much teachers and students need to know about the law!

When I returned to my university for my five-year college reunion, I visited with Lisa Marie Santos. During our lunch, I was surprised when she started singing some of our multiplication songs. It was powerful for me to see that the work I had done with her so many years earlier had stuck with her. It made me realize that the words of a teacher can last a very long time.

Becoming a teacher

Continued from page 8

Through the lens of these theorists, I examined artifacts from my teaching journal – the place I had recorded classroom interactions, feelings and reflections. The artifacts I chose represented the times I felt most alienated from my students and my philosophy of education. It was a humbling and painful process to remember and struggle with – incidents I preferred to forget. But, I knew these artifacts would provide the richest and most powerful lessons for the last section of my inquiry – a concrete action plan that articulated what I wanted to do differently during my second year of teaching. My insights helped me continue to grow, but my second year was still a rocky experience. This year I've begun to see the outlines of the teacher I want to become.

Lessons Learned

Goldberg (1986) argues that writing is like composting. When we write, ideas and memories rise to the top of the compost pile. They get explored in journaling or more deliberate writing, they get turned, they meld with other ideas and experiences, they rise again but look and feel different. Ultimately, the process – filled with heat and energy – results in deep, rich writing. The end product is very different than the raw ingredients thrown into the pile.

Teaching is no different. We read theory and try to digest it; we learn new elements of practice by studying the classrooms and texts of seasoned teachers; we turn the pile by trying new things. We reflect. When older ideas and thoughts rise to the top, they look different in a new context and within a greater skill set. Soon individual elements are not discernable, but our pedagogy becomes deep, rich, sweet-smelling compost, ready for seeds that can grow and blossom.

For me, integrating theory and practice is a long-term process. They have often felt irreconcilable, but I am grateful that I did not abandon the study of either. Today, I continue to spend many hours asking questions, attending conferences, observing others and studying text. In the end, the forces that have bent theory toward practice – these once divergent steel beams – have been study, reflection, persistence – and time.

We are called “teacher” the day we get the keys to the classroom. But truly becoming a teacher takes time. I think the hardest lesson has been to have the patience and persistence to earn those keys.

Recruitment

Continued from page 10

We attend Latino Book Fairs, the CA Forum on Diversity, the Black College Expo, Latino Alumni Association reunions, and other similar events. In addition, we have had joint programs with the Chicano Studies Department, the African-American Studies Department, and the Asian Studies Department at UCLA. We also had a special recruitment event, Beyond the Rainbow, in connection with the Lesbian, Gay, Bisexual, and Transgender Studies, during which teachers and administrators from LAUSD were on a panel discussing issues and legal rights for gays, both teachers and students, in LAUSD.

We work on a regular basis with AAP to recruit transfer students to UCLA for our program. We participate in orientation programs and classes to recruit these talented students.

UCLA has many service organizations through which students volunteer in schools. We are trying to connect with all of these organizations so that we can recruit their members who are already committed to working in urban schools. For example, I've worked with BruinCorps tutors and hope to expand that as well. I also have strong connections with Community Colleges and hope to build more. I write a regular column for an El Camino Newsletter, and speak at workshops for students there and at Santa Monica College.

If you have suggestions for how we can recruit more students for TEP, please let me know. I'm always looking for new ideas. Thanks.

From UCLA Mathematics Program Assistant to the TEP

By Leslie Corral, Class of 2007

Six years ago I began working for the UCLA Mathematics Project, located in Center X, a unit within the UCLA Graduate School of Education and Information Studies. The UCLA Mathematics Project provides professional development in mathematics for K-12 educators, in particular those in urban area schools. I quickly delved into my work far beyond what I had every imagined. Through my work with the UCLA Mathematics Project I learned crucial information such as API scores, state content standards and frameworks, and the effects of state and local politics on public education and outreach programs. I was completely inspired by the work and the impact that not only the UCLA Mathematics Project had on local urban schools, but also Center X as a whole, such as the rise in student test scores in the Los Angeles Unified School District. I saw a little bit of me in each student and teacher that was affected and motivated by our professional development programs. I was in awe at the passion and commitment of my directors and my mentors, Jody Z. Priselac, Executive Director of Center X and Kyndall Brown, Director of the UCLA Mathematics Project. Their commitment to social justice and their enthusiasm offered me a whole new insight into the world of public education. With their knowledge, caring, and love of learning, they provided opportunities for me to move ahead in my education and in my career as an educator.

Some of the most powerful experiences I have had with children and youth, in an urban setting, have been through my work with the UCLA Mathematics Project. For the past five years I have assisted in coordinating the Young Mathematicians' Summer Institute for students from LAUSD, Inglewood, El Monte, and Whittier. This program provides students, grades 4-8th, a three week math program that is non-traditional, non-remedial, and aimed at enrichment in mathematics by using hands-on projects and problem solving. UCLA Mathematics Project teacher leaders are used as instructors for the Young Math Institutes. It is amazing to be able to sit in a classroom where students are encouraged to think, speak, and not be afraid to give a wrong answer to a mathematics problem. This was definitely not the norm when I was growing up or in traditional classroom settings. Classrooms full of happy and eager-to-learn faces (students and teachers alike) are just a small piece of what our public schools lack today. When students are not expected to achieve or learn, nine out of ten times they won't.

I often visit classrooms to pass out surveys on behalf of graduate students in the UCLA School of Education. Attracted by my UCLA sweatshirt, they want to know about UCLA, what it was like going to college, and how to acquire financial aid. The number one concern that I hear is that they won't be able to afford college or that they don't have the grades. During my visits, I share my personal story and struggles with students. I assure them that they can obtain grants and loans to finance their education, and they can attend a community college before a four year university to save money and raise their grades. Most importantly, I emphasize that they can achieve their goals and their dreams of higher education. The question for all students K-12 should never be "Do you want to go to college?" The question should always be "Where are you going to college?"

Center X fosters an environment of encouragement and learning. As a result of my work with the Mathematics Project, I am attending UCLA this fall as a full time graduate student to pursue my Masters in Education through the Teacher Education Program. Teaching is the most admirable profession, not to mention that teachers make all other professions possible. The importance of educators as advocates for social justice and equitable access to higher education for today's youth is critical and motivates me.

Many youth today do not have someone to inspire and inform them of the endless opportunities available to them. I would like to be that person. With its commitment to social justice and the improvement of urban schooling, Center X epitomizes an academic community that truly blends theory and practice. My experiences at Center X have taught me the importance of higher education and, more significantly, how critical it is for me to use my education to not only better my life, but also to provide opportunities for others.

It takes one person to make a difference in students' lives and for many that one person is a teacher.

Center X: Where Research and Practice Intersect

By Jane Hancock, Co-Director, UCLA Writing Project

Before Center X, almost twenty years before Center X, the UCLA Writing Project wandered around the campus homeless—jumping from Murphy Hall to Bunche Hall, and finally, as the other California Subject Matter Projects came into being, joined them off campus at Gayley Center. We called ourselves OAIP, an unpronounceable acronym for Office of Academic Interinstitutional Programs and later changed it to CAIP, easier to pronounce, Center for Academic Interinstitutional Programs.

It was exciting to listen to the plans for the yet unnamed new unit which would bring the California Subject Matter Projects together with the Teacher Education Program. Our orphan projects would have a home on campus at Moore Hall, along with the Graduate School of Education, where we belonged.

And the name stuck. And someone created a logo, a circle C with an X through it—the X representing the intersection where research and practice meet. Together we were that place.

However, the name didn't catch on right away. At a Chancellor's Conference, Los Angeles Mayor Richard Riordan came to present Center X with an award. He arrived at the last minute; his aide gave him the plaque and stepped back, Mayor Riordan stepped up to the microphone and read from the plaque, and he called us Center Ten. During an uncomfortable second the aide stepped forward and whispered something in his ear (or maybe it was Jeannie Oakes who was receiving the award for the Center) and he corrected his mistake.

Today educators know about Center X (whether mayors do or not) and today we can call ourselves Center Ten because we are ten years old. This partnership between the California Subject Matter Projects and the Graduate School of Education has worked and flourished; research and practice go hand in hand.

So what does Center X mean to a California Subject Matter Project Co-Director? Because of Center X we are able to join together in partnerships with, in the past, Inglewood, Lynwood, Venice/Westchester Cluster of LAUSD, providing teacher and student support in all content areas, in the present with District 7 and District 3. We collaborate, share, create the vision, explore the possibilities together. TEP graduate students teach in our partnership schools. Together we carry the message that all students can learn.

Continued on page 14

TEP for a Lifetime

By Shannon Garrison, Class of 1998

As I sat down to write this reflection on my days as part of UCLA's Teacher Education Program, my master teacher phoned. She was checking in to see how my first week of school had gone and to just chat about life. It hit me, then, that although I graduated from the program over eight years ago; TEP has remained a central part of my life.

UCLA's Teacher Education Program was one of the greatest professional and personal experiences I have had. The program not only provided me with the tools to become an effective teacher, but also it instilled in me a strong sense of professional responsibility. The combination of research and practice and the connections made between the two enabled me to develop my own philosophies on education, teaching, and learning. In addition, the program's focus on social justice provided me with a forum in which to carefully analyze my own biases, look at things from different perspectives, and incorporate community and culture into my teaching.

The fact that I am responsible for the education of thirty-two little people each year is a task that I do not take lightly. I believe that TEP cultivated this sense of accountability and pride beginning the first day we arrived. I remember someone once saying that if you ever believe you have perfected teaching, it is time to retire. I could not agree more. UCLA's Teacher Education Program instilled in me a sense of professional responsibility that many of my colleagues do not possess. I am constantly seeking out new and varied experiences to improve and reflect on my teaching methods. Over the years, I have taken numerous classes, received my National Board Certification, and I am currently working on an Administrative Teaching Credential and Masters. It seems to me that this is the norm among TEP graduates. After spending two years reading professional literature, discussing controversial issues with peers, and reflecting on practice, these become a part of how you define yourself professionally.

Continued on page 14

Memories of TEP

By Eloise Lopez Metcalfe, Director, Teacher Education Program

It wasn't so long ago that a small group of us met on a regular basis around a small table in a small conference room on the second floor of Moore Hall to figure out how we could implement a two-year teacher education program that was guided by a social justice agenda and attempted to blend theory and practice. Our students were passionate, eager and impatient. We explored many models and structures but never wavered about to whom we were committed-- the K-12 students in Los Angeles schools, especially those who live in inner city neighborhoods. They were underserved and under resourced. Many of us had not taught in the communities where the kids lived but our graduate TEP students guided us. We have doubled in size; we receive over 500 applications for the 150 available places in our program; we have become closer to the communities in which we work. And here we are ten years later still experimenting with different models, still talking around much larger tables but never giving up on our commitment. This last summer the TEP faculty advisors and university field supervisors shared their memories at our fall retreat. Here are their memories.

Sheila Lane, Faculty Advisor

"I remember being a university field supervisor (UFS) and being in a weekly class with other UFS and Jeannie Oakes. We discussed our practice, our philosophies; I learned a great deal about social justice and tying theory to practice. Many of the participants are now teacher educators and I feel fortunate to have learned from them."

Yolanda Smith, University Field Supervisor

"Working with TEP this last year was very rewarding to me. The TEP focus on justice and equity is based on research and human understanding. It has refined its structure and strategies to a finite degree. As I worked with student teachers I saw the change that came over them as they learned and put into practice their knowledge. Our children will benefit much from this great effort. I am most fortunate to be able to renew my thoughts and ideals."

June Shields-Smith, Faculty Advisor

"Preparing for the arrival of new students each year is exciting--new students, different expectations, a variety of personalities. Along with the many duties attached to the title of Faculty Advisor helping students find employment is a rewarding and satisfying responsibility."

Nick Henning, University Field Supervisor

"I remember the push by a group of students in the class of '99 who

Continued on page 15

Center X: Where Research and Practice Intersect

Continued from page 13

Because of Center X we have content area literacy coaches in elementary, middle, and high schools. Coaching allows teachers to collaborate on change rather than trying to work on something new in isolation, offers opportunities for continual follow-up, allows for one-on-one professional development, and allows students to observe teachers working together to help the students in their learning and to improve their own teaching skills.

Because of Center X we provide opportunities for professional development for teachers, through contracted series, through conferences, through leadership institutes and open programs. And we provide professional development for ourselves—the directors, the professors and instructors, the graduate students—around issues of social justice, for example, or around strategies for teaching literacy in the content areas.

Because of Center X we can work as a team, always better than working alone. Congratulations, Center X, on our tenth anniversary. May this partnership continue to grow and flourish for many years to come.

TEP for a Lifetime

Continued from page 13

One of the greatest assets of the TEP program is the on-going support you receive even once you have graduated from the program. I am still in close contact with many of my colleagues from the program. We talk often and continue to discuss current, controversial, educational issues. I have also maintained relationships with my team leaders and my mentor teacher. I feel that if I ever needed support in my career, that I could reach out to any of these individuals. Being a part of TEP is something that is with you forever.

I still remember one of the last questions I was asked when I was in the TEP program: "What is your definition of social justice?" I found it disturbing at the time that I was still unable to precisely define the term after two years of classes, experiences, discussion, and reflection. Now, when I think about my distress at not being able to define the term, I simply smile. Social justice is not a term I use daily, but it is part of my daily life. I admit that I still do not have a precise definition, but I know in my heart what it means.

Memories of TEP

Continued from page 14

demanded that the program give them the freedom to choose their student teaching placement. It began the movement and focus of TEP towards the most underserved neighborhoods in the city of Los Angeles. To see how this was pushed further by classes that followed and supported and taken up by TEP leadership testifies to the activism of TEP's students and the openness and flexibility of its leadership."

Fred Freking, Faculty Advisor

"It is amazing to reflect back on the development of the science team in TEP over the past six years. We started with one chemistry student on the math team, and now have over one hundred alumni and current science teachers. One proud memory that I recall repeatedly is former students that have struggled as they have developed their teaching ability who now are effectively mentoring my current students, taking leadership roles, and providing fabulous learning experiences for their urban secondary schools."

Mariana Pacheco, Post Doctoral Fellow

"I was so excited to teach bilingual children when I entered TEP but had no idea how much knowledge I lacked. As I began my course-work, I read perspectives and theories that forced me to articulate why I wanted to teach and what my goal was in the classroom. In many ways, the insights from professors and other critical educators aligned with my political philosophies, so my fondest memory of TEP is that I learned to articulate and reflect critically on teaching, education, and practice. Moreover, I shared these reflections with peers who supported and shared my thinking."

Susan Sato-Tenorio, University Field Supervisor

"I saw a young man in the corner liquor store across from Roosevelt High School in Boyle Heights. If you didn't know him, you might be a little afraid of him at first. But I knew him, he was in the English class of a TEP novice. They had just finished acting out a scene from Romeo and Juliet. He was one of the students who got to act out the sword fight. Of course, they use aluminum foil swords. The TEP Novice made Shakespeare come alive for these students who were trying to grasp English and Shakespeare. I said hi to him and told him that I loved him in the fight scene! He broke out into a brilliant, beautiful smile that made my day. The TEP novice is making an impact on our kids, and ripple effect on our community!"

Chuck Kloes, University Field Supervisor

"Most striking in my five-year experience in TEP is witnessing the emotional growth of the unsteady, unsure novice to a somewhat confident, competent teacher over a two year TEP experience. This growth is a two-way street in that this development in our students is a result of human relationships developed between students and their supervisors."

Gordon Suzuki, Faculty Advisor

"A year after completing my dissertation, I came to UCLA to visit my dissertation chair Megan Franke. I was not happy with my teaching job and wanted to know if she could possibly help me to secure another position. We discussed this possibility for a few minutes and then Megan said, "If you are thinking about making a change, why not come work with us at TEP?" Her offer came so spontaneously and unexpectedly, I was speechless for a few seconds. "What do you think?" asked Megan. "Yes," I said excitedly and this became the beginnings of my connection to TEP."

Mario Perez, Faculty Advisor

"I have been in TEP for about seven years. I have witnessed a tremendous amount of change, growth and evolution. What has been remarkable during this time is that we have never wavered from our commitment to making a difference in the lives of urban students. Many staff and faculty have come and gone. Various policies have been self-imposed and imposed upon us. Yet throughout this constant change, the people in TEP continue to be inspiring in their desire to be a change agent in the world."

Susan Oswald, University Field Supervisor

"On the stairs of Janns steps they assembled – our team, our graduates and their families. What a proud moment it was for me to see my first graduating class of students. They had struggled, laughed and cried and together they had succeeded. It was a team effort, an individual effort and a department effort."

Tyrone Howard, Faculty Advisor

"My fond memories about TEP usually center on my experiences with our students. They bring a high level of intellect, and they bring a deep commitment to social justice. I recall many memories from class where many of my students stirred my deepest emotions by showing a compassion and conviction to helping young people. Seeing their desire only further inspires me to be the best teacher that I can be. So again, I think students make a program come to life, and with the students we have our program will never die."

Continued on last page

Memories of TEP

Continued from page 15

Norma Sanchez, Post Doctoral Fellow

"My fondest memory of TEP is having the support from colleagues on a professional and personal level. People were there to support me during the loss of my brother as well as in my professional growth in teaching and conducting research. These experiences will forever hold a special place in my heart."

Annamarie Francois, Faculty Advisor

"On the first day of resident seminar 2004, one of my new teachers broke down in tears and sobs that were just heart wrenching. She had been one of my finest student teachers, a well of support for her teammates during novice year, and a joy to be with. The entire team froze in disbelief as she told us of her plans to leave teaching because the first three weeks had been so difficult. Chairs had been thrown. Parents had cursed her. Her family had given her the proverbial "I told you so." As she abruptly became silent, unable to speak through her tears and pain, her teammates (every single one) gave her just what she needed – hugs so tight they seemed to draw out the pain."

Tony Rosilez, Faculty Advisor

"My first days fraught with worry of getting to know partnership schools and make novice placements in time gave way to my passion to provide a window to urban social justice education. Encouraging students to look from within and outside themselves at a new paradigm caused much discourse and controversy; yet all was made worthwhile by my team's passion for making a difference in urban schools."

Irene Swanson, Faculty Advisor

"It is great to reap the fruits of your labor. This year, I was able to place six of my science novices with TEP alums as guiding teachers. It gives me a great sense of satisfaction to know the novices were in good hands. In addition, a TEP alum served as a facilitator for a week-long science project institute."

Nancy Parachini, Faculty Advisor

"I am always stunned by the journey each student takes in becoming a social justice educator. Now that I have relationships with so many TEP graduates, I marvel at how each former student has pursued his or her own idea of social justice—whether it is through teaching or other life paths. I love serving the students in our program and I learn so much from them. Working for the past nine years with my TEP colleagues has been a remarkable experience, one that I will always cherish."

Katrina Hamilton, University Field Supervisor

"My fondest memory of TEP is outside of the university. I'm amazed how well-prepared TEP students are. UCLA novice students regard our children as having productive minds and the ability to fight for social justice when given the opportunity. The seed has been planted."



1320 Moore Hall, Box 951521, Los Angeles, CA 90095 - 1521