Project ISIS

(I Strive ~ I Succeed)

2007-2008

Alpha Center
University of California, Riverside
www.alphacenter.ucr.edu
2007-2008
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ISIS
Calendar of Events 2007-2008

Save the dates now to ensure your maximum participation.

- Orientation Meeting: September 26, 2007 (4:00-5:30)
- ISIS Kick Off: October 23, 2007 (1:00-3:30)
  Celebrating Women in Mathematics and Science
  De Anza Teen Center
- Poverty Seminar: November 7-8, 2007 (8:00 am - 3:30 pm)
  “Understanding the Culture of Poverty”
  Ontario Library
- CMC Conference: November 2-3, 2007
  Palm Springs Convention Center
- Chaffey field trip: Date TBD: (1:00-4:00)
- UCR field trip: February 2, 2008 (8:00-4:00)
- Ontario Library: February/March (TBD)
- OMSD Education Expo: May 10, 2008 (8:00 – 4:00)
  Ontario Convention Center
- Final Celebration: May 27, 2008 (1:00-3:30)
  De Anza Teen Center
- GEMS
  Girls Excelling in Mathematics with Success: August 11-15, 2008 (9:00-12:00)
  De Anza Teen Center
As an ISIS apprentice you are provided an opportunity to learn contemporary mathematics and science content and the pedagogy for teaching that content through a variety of courses, seminars and joint adventures with existing projects. The goal is to provide assistance and guidance resulting in each ISIS apprentice securing a teaching credential, an intern position in the public school, admission to a teacher credential education program or an advanced degree in mathematics/science education.

This document was compiled to explain the expectations of you as an ISIS Apprentice. We have included information, (i.e., timesheets, paydays etc.), that will be helpful in making this academic year successful, exciting, and rewarding. Our staff members listed below are available to answer any additional questions or concerns you may have.

**Staff**

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Mary Simons  
ISIS Coordinator  
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Project ISIS
Overview
Alpha Center, UCR

Project ISIS is a collaborative project of women helping women in pursuing educational opportunities and careers in mathematics. ISIS provides an educational foundation and establishes a support structure that motivates, encourages, and develops mathematics education for middle school girls along with professional development opportunities for female undergraduates who are interested in teaching as a career or pursuing advanced degrees in mathematics related fields. ISIS establishes mentorship and academic preparation programs between middle school girls, female undergraduates, teachers at the school site, and university faculty.

Project ISIS provides female apprentices who have received extensive training through MATE (Mathematics Academy for Teaching Excellence), the opportunity to work with middle school girls at a specific school site. Any cost for fingerprinting will be borne by the Project and may be done at the school district or UCR, as requested by the hosting district.

Apprentices each provide 5 hours per week of service at the school site. This includes mathematics instruction, tutoring, and other duties seen as appropriate. This can be provided during the school day or set up as an after school program.

A UCR faculty mentor provides support, mentoring, and guidance to the apprentices.

A Teacher Leader from the specific school site needs to be identified to provide support and mentoring to the Apprentices and to coordinate the program at the school site, including the identification of the middle school girls that are participating, and obtaining written commitment from parents/guardians. In return for their services, the teacher receives a stipend of $1,000 and the opportunity to attend a MATE Conference during the summer where they are eligible for an additional stipend of $750 and approximately $900 in materials.

The middle school girls receive incentives throughout the program along with the opportunity for participation in family events, UCR fieldtrips, out of school events, and a summer conference to further their learning and appreciation of mathematics and mathematics related career choices.

Family outreach occurs during the program and includes information about A-G requirements, going to college, training in how to help their daughter study mathematics and plan going to college.

Included in the program are a Kick-off Celebration and an end of the school year Celebration, potential field trips to UCR, and an invitation to a GEMS summer academy for middle school girls.
Project ISIS focuses on Middle School Girls to motivate, interest, and strengthen academic preparation and increase informational resources for parents/guardians so they can support their daughters in pursuing college preparatory courses and experiences. Project ISIS provides opportunities for students, teachers, parents, UCR Apprentices and the community to build relationships and partnerships which enhance the educational opportunities.

ISIS Cooperating Teachers Receive -
  • Classroom assistance with financial compensation
  • An invitation to attend the MATE professional development, free of charge
  • An invitation to ISIS, and community events
  • Networking

ISIS Apprentices Receive -
  • Teaching and tutoring experiences at a participating middle school
  • Exposure to field trips and GEMS Academies
  • Participation in after school events
  • Opportunity to attend conferences and various professional development institutes

Middle School Girls Receive -
  • Classroom time with an ISIS apprentice
  • School tutoring
  • Special community events
  • Girls Excelling in Math Success (GEMS) Summer Academy
  • Outreach for their parents/guardians
  • Field trips to local colleges/universities

Parents / Guardians Receive -
  • Invitations to all ISIS events
  • Information on college and A-G requirements
  • Support in helping their daughters succeed in school and mathematics
  • Opportunities to learn more mathematics
The Apprentice will bring to the classroom:

- Pedagogy training
- Prior experience in a classroom with a cooperating teacher
- Majors in Mathematics, Chemistry, Biology, or Liberal Studies with science or mathematics emphasis
- Alpha Center support
- A desire to teach!
- An enthusiasm to serve the community

The Cooperating Teacher will bring to the Apprentice:

- Professional Development from a Master Teacher
- Mentoring and coaching
- A deeper understanding of the teaching profession
- An enthusiasm to recruit new candidates to the teaching profession
- A willingness to engage in university meetings and ISIS events
ISIS School Partners Contact Information and Mileage Reimbursement
Reference

The University of California – Riverside is now going to be processing travel vouchers using an online system. This change will affect the procedures for processing your mileage checks. Mileage is calculated from UCR to the school and returning to UCR. Due to excessive variations in the submission of mileage requests, we are now going to use standard roundtrip mileage allowances for your reimbursements. We understand that you do not always leave from the university to travel to the school location, but your mileage request cannot be more than what we are listing in this letter. Please see your school listed below:

Vina Danks Middle School
1020 N. Vine Ave.
Ontario, CA 91762
909-983-2691
http://vinadanks.us/
Directions: 10 FW West exit Euclid, at stop sign go left. At light turn left onto Euclid. Go to 4th Street turn right to Vine Ave. turn left on Vine and then turn right into the parking lot. School is across the street.
46.5 miles round trip

De Anza Middle School
1450 S. Sultana Ave.
Ontario, CA 91761
909-983-2691
Directions: 60 FW West exit Euclid Ave., go right toward Ontario, turn right to E. Locust St. turn left to S. Sultana Ave. turn left.
41.5 miles round trip
Important Apprentice Information
Project ISIS Schools

Please provide this information to the ISIS Coordinator

School ________________________________________
Principal ______________________________________
Teacher ________________________________________
Room # ________________________________________
Phone # ________________________________________
Cell # _________________________________________
E-mail _________________________________________

School Site Schedule:

Monday _________________________________________
Tuesday _________________________________________
Wednesday _______________________________________
Thursday _________________________________________
Friday __________________________________________
Project ISIS

Project ISIS Cooperating Teachers Responsibilities

Project ISIS Cooperating Teachers are asked to:

- Work with ISIS Apprentices in establishing a schedule which will allow them to fulfill 35-50 hours per quarter in mathematics education activity.

- Fifty percent of the time must be spent on:
  - Teaching and/or lesson preparation at the assigned school site

- The other fifty percent can be comprised of the following activities during and/or after school:
  - Tutoring (one-on-one in class tutoring or small roundtable setting)
  - Administrative assistance (grading, observing cooperating teacher, assisting teacher, etc.)
  - Cooperating teacher feedback meetings-support in Apprentices development in the classroom
  - Attendance at conferences or workshops that are mathematics or science education related
  - Parent conferences

- Attend the ISIS Orientation in October and the ISIS Celebration in May. Teachers are asked to invite an administrator as their guest to those programs.

- Keep email address, mailing address and phone number current with the Alpha Center staff.

- Provide ISIS Apprentices with necessary materials (scissors, paper, copies of handouts, tape) to be used in lesson presentation.

- Include ISIS Apprentices in school activities that will develop them as professionals.

- Inform the Alpha Center staff immediately of problems related to ISIS placements (e.g. attendance, dress, inappropriate behavior).

- Provide ISIS Apprentices with written feedback of ISIS services. Forms will be provided but Cooperating Teachers are asked to elaborate on as many aspects of the program as possible.

- In cooperation with ISIS Apprentices, administer surveys, and collect data for evaluation of program.
Cooperating Teacher Compensation

- $1000 Stipend
- Classroom assistance with the teaching of Mathematics and/or Science
- Access to UCR guest speakers
- Access to UCR campus tours
- Opportunities to be included in Alpha Center sponsored mathematics and science education activities.
Project ISIS

ISIS Apprenticeship Responsibilities

ISIS Apprentices must:

- Attend a week long ISIS Professional Development summer training program. 2007-2008 dates are June 25- June 29. Training will be held at the UCR Student Recreation Center.

- Attend support meetings in September, December, March, June. (Specific dates will be provided)

- Spend 35-50 hours per quarter involved in ISIS related activities. Fifty percent of the time must be spent on:
  - Teaching and/or lesson preparation at the assigned school site

- The other fifty percent can be comprised of the following activities during and/or after school:
  - Tutoring (one-on-one in class tutoring or small roundtable setting)
  - Attendance and participation at Saturday events
  - Administrative assistance (grading, observing cooperating teacher, assisting teacher, etc.)
  - Cooperating teacher feedback meetings
  - Attendance at conferences or workshops that are mathematics or science education related
  - Completion of an ISIS portfolio (Guidelines will be provided on page 12)
  - Working with cooperating teacher, administrator, collect and deliver permission slips and pre/post attitudinal surveys
  - Parent conferences

- All apprentices will be required to take at least one of the following classes:
  - Education 104
  - Mathematics 104
  - Mathematics 15
  - Mathematics 192

NOTE: In addition, ISIS Apprentices are responsible for fulfilling the requirements of their major and maintain a suitable grade-point average.
  - Enrollment on campus as a full time student (at least 13 units).
  - You may not continue participating if you are on academic probation.
  - A 2.5 or higher GPA is required to get into the credential program at any Cal State.
  - A 3.0 or higher GPA is required to get into the credential program at any UC.
- Attend a mandatory orientation meeting in Fall, and the Project ISIS Celebration in May.
- Keep email address, mailing address and phone number current with Mary Simons at the Alpha Center. This is the main way that we will be connecting with you. Please check your e-mail regularly.
- Communicate regularly with your cooperating teacher and strive for consistency in your ISIS program attendance.

**Professionalism**

**General Expectations:**
**Classroom Code of Conduct**
**And Professional Values**

All SMI Mentees, CMST Apprentices, and ISIS Apprentices are expected to:

- Act as professional representatives of UCR.

- Dress in professional and conservative attire when working at their school site.

**Suitable Articles of Clothing:**
Women: Slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, blazers, casual dresses.
Men: Slacks (dress pants), button down shirts, polo shirts (short sleeved shirts with a collar), blazers.

- Be punctual and prepared to observe and participate.

- Coordinate your weekly field experience hours with your assigned mentor teacher.

- Maintain regular communication with assigned mentor teacher.

- Be respectful of the teacher as s/he is teaching...NEVER interrupt during a lesson, NEVER undermine the teachers authority in the classroom. Seek clarity and understanding with the teacher after class when the students are gone.

- Be addressed as Mr., Miss, Mrs., or Ms. by classroom students.
Portfolios

Apprentices are expected to keep information about ISIS activity in a notebook. Your preliminary notebook, which will be turned into Mary Simons, is due at the end of winter quarter. Your final notebook is due May 30th. Notebooks should include (but are not limited to) sample lesson plans, handouts, student work, student evaluations, class rosters and grades if assigned, pictures, and calendar of extra curricular events. Be sure to choose the documentation of activities that are particularly pleasing to you and those that reflect your best efforts. You may create an electronic portfolio. Don’t get caught short. Work on this throughout the year.

Conferences

The Alpha Center will keep you informed of any conferences, workshops or educational related programs. If you are interested in attending any of these programs it will be your responsibility to contact our office for details. If possible, the Alpha Center will subsume the cost of registration and mileage to those events, which have been pre-approved.

ISIS Observation

Each apprentice will be observed at her school site setting once per year by either the ISIS Coordinator or the Director. This will be prearranged between the ISIS Apprentice, the cooperating teacher and Mary Simons. Apprentices will receive a written review of the observation.

The cooperating teacher will also provide a written assessment of the ISIS apprentice at the end of the academic year.

Timesheets and Documentation of Hours

Signed timesheets and signed ISIS documentation of hours sheets are due on the 15th of each month. Please make a copy of each for your records. If you fail to submit your documentation of hour's sheet and sign your time sheet, you will be given a written warning for your personnel file. Three warnings will result in termination from the program.

Mileage sheets

Mileage forms must be submitted with your timesheet on the 15th of each month for processing. Mileage is approved from UCR to your school site and return to UCR only. You must have computer access to certify your mileage reimbursement request for approval by Alpha Center staff. (Please refer to authorized mileage reference page 6).
TB Testing

In accordance with the California health and safety code as an employee or volunteer in an elementary or secondary school you must be given a TB test or have on file a certificate showing that within the last four years you have been examined and found to be free of communicable TB. The TB skin test is a two-part process: first part – skin test administered; second part -- 48 hrs afterwards – reading of the test. You must attend both days for the test to be valid. The Alpha Center can arrange the TB testing through Student Health Services at no cost to the apprentice. If additional testing is required please contact the Alpha Center for approval. Test results must be returned to Mary Simons at the Alpha Center. You will be given two copies of your results - one for your assigned school site and one as your personal copy.

Fingerprinting

In accordance with the Riverside Office of Education (RCOE), San Bernardino County Superintendent of Schools (SBCSS) and the hosting school district regulations you must be fingerprinted. All Project ISIS apprentices will receive information as to where they are to be fingerprinted based on the school they are assigned to.
Program Evaluation For Cooperating Teachers

Project ISIS Evaluation Requirements
2007-2008 Cohort

IMPORTANT

Program evaluation is an ESSENTIAL component of the ISIS program. We are required by our funding agency to report evaluation outcomes annually. Our funding depends heavily on this reporting requirement. We are also very interested in learning about your experiences in ISIS so that we may continually modify and improve the program to best meet your needs and accomplish our goals. With this in mind, your participation in the evaluation is imperative and you will be required to complete or administer and collect some surveys. This is mandatory and failure to complete various evaluation requirements in a timely manner will result in reduced paychecks. Please feel free to contact Mary Simons with any questions. Her direct line is (951) 827-7034, e-mail maryes@citrus.ucr.edu

ISIS Middle School Teacher Evaluation Requirement
You will be required to complete an evaluation form on the progress and involvement of your apprentice at the end of the program, along with an evaluation on each of the student events you attend. This information will help us in improving apprentice training and our program.

Middle school teachers will provide benchmark scores (fall, winter, spring) for participating classes and the ISIS middle school girls.

Apprentice Evaluation Requirement

Your apprentice will be required to complete a survey at the beginning and at the end of the program year.

ISIS Middle School Girls Evaluation Requirement
Participating girls will complete a pre and post attitudinal survey that the ISIS apprentice will take to the school and administer. In addition, girls will complete evaluations on each ISIS event that they attend. The ISIS apprentice will be responsible for getting these surveys to the girls to fill out and back to the Alpha Center for processing.

Working together, the ISIS Middle School Teachers and Apprentices will administer, collect, and deliver to the Alpha Center, pre- and post-attitudinal surveys and program participation forms.

This program has been approved by the OMSD Board of Trustees. This program has been approved by UCR Human Subject Research.
Program Evaluation For ISIS Apprentices

Project ISIS Evaluation Requirements
2007-2008 Cohort

IMPORTANT

Program evaluation is an ESSENTIAL component of the ISIS program. We are required by our funding agency to report evaluation outcomes annually. Our funding depends heavily on this reporting requirement. We are also very interested in learning about your experiences in ISIS so that we may continually modify and improve the program to best meet your needs and accomplish our goals. With this in mind, your participation in the evaluation is imperative and you will be required to complete or administer and collect some surveys. This is mandatory and failure to complete various evaluation requirements in a timely manner will result in reduced paychecks. Please feel free to contact Mary Simons with any questions. Her direct line is (951) 827-7034, e-mail maryes@citrus.ucr.edu

Apprentice Evaluation Requirement

You will be required to complete a survey at the beginning and at the end of the program year. Please complete the survey as honestly as possible as we really do want to hear about your experience with the program.

ISIS Middle School Girls Evaluation Requirement

Participating girls will complete a pre and post attitudinal survey that the ISIS apprentice will take to the school and administer. In addition, girls will complete evaluations on each ISIS event that they attend. The ISIS apprentice will be responsible for getting these surveys to the girls to fill out and back to the Alpha Center for processing.

ISIS Middle School Teacher Evaluation Requirement

Your mentor teacher will be required to complete an evaluation form on your progress and involvement at the end of the program along with an evaluation on each of the student events that were attend. This information will help us in improving apprentice training and our program.

Middle school teachers will provide benchmark scores (fall, winter, spring) for participating classes and the ISIS middle school girls.

Working together, the ISIS Middle School Teachers and Apprentices will administer, collect, and deliver to the Alpha Center, pre- and post-attitudinal surveys and program participation forms.

This program has been approved by the OMSD Board of Trustees. This program has been approved by UCR Human Subject Research.
Responsibilities of the ISIS Coordinator

“If I am walking with two other men, each of them will serve as my teacher. I will pick out the good points of the one and imitate them and the bad points of the other and correct them in myself.” (Confucius)

The CMST/ISIS Coordinators are full-time staff members of the Alpha Center at the University of California – Riverside. The program coordinators have extensive experience at the level they supervise and are accomplished professionals in their areas of expertise. The coordinators are the catalyst for helping the apprentice to formulate a broader perspective on teaching through reflection of the current experience.

Specific responsibilities of the coordinators include:

• Serve as a liaison between the apprentice, cooperating teachers, school administrators, and the University of California – Riverside.

• Help apprentices, cooperating teachers, and school administrators develop an understanding of the Graduate School of Education student teaching program and expectations.

• Provide pertinent materials from the university, as needed, to the apprentices, cooperating teachers, and administrators.

• Complete all necessary documentation for payment to apprentices and cooperating teachers.

• Complete one observation in each placement with the apprentice and hold post-observation conferences with the apprentice and cooperating teacher as soon as possible after each observation.

• Confer with the cooperating teacher concerning the progress of the apprentice.

• Create and maintain careful documentation to support any doubt that the apprentice may not be making satisfactory progress.

• Report immediately to the Director of the Alpha Center any changes in the status of the apprentice.

• Assist the apprentice in the process of reflection of their experience. Provide seminar activities that stimulate and maintain the professional growth of the apprentice. These may include but are not limited to a review of lesson and unit planning, a discussion of classroom management techniques and discipline, a review of effective instruction, assistance with the development of their professional portfolio, how to write a resume and cover letter, and interview strategies.
Additional Forms and Information

ISIS Documentation of hours                      Pg. 17
Mileage Report Form                             Pg. 18
Daily Lesson Plan                               Pg. 19
Teaching Lesson Plan                            Pg. 20
Classroom Observation Reflections              Pg. 22
SMI Portal Instructions                         Pg. 23
Example Philosophy Statement                    Pg. 25
OMSD 2007-2008 Calendar                         Pg. 27
ISIS
Documentation of Hours

CMST Apprentice: ______________________________________

Cooperating Teacher: ____________________________________

School: _____________________________________________

Type of Instructional Support:   ☐ Mathematics   ☐ Science

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total</th>
<th>Activity</th>
<th>Teacher’s Initial</th>
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## MILEAGE REPORT

<table>
<thead>
<tr>
<th>Date</th>
<th>Schools and/or Areas Visited</th>
<th>Beginning Odometer</th>
<th>Ending Odometer</th>
<th>Total Miles Traveled This Trip</th>
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Total Miles ______
ISIS
(I Strive ~ I Succeed)

Daily Lesson Plan

Name: ___________________________ Date: ____________ School: ________________________

Classroom Teacher: ________________________ Time of Contact: ________________

Type of Instructional Support:  ☐ Mathematics  ☐ Science

Where was Support Provided:  ☐ Classroom  ☐ Library  ☐ Laboratory

Other

How Was Support Delivered:  ☐ Total Classroom  ☐ Small Group

Individual

What Content Areas Were the Focus of the Support?

☐ Probability & Statistics  ☐ Logic/Set Theory/Paradoxes  ☐ Meteorology

☐ Functions & Graphs  ☐ Number Theory/Algebra  ☐

Measurements/Scale/Patterns

☐ Number Bases  ☐ History of Math & Science

Evolution/Genetics/Ecology

☐ Tessellations/Geometry  ☐ Chemistry  ☐ Electricity

☐ Themes Integrating Math & Science  ☐ Geology  ☐ Other:__________

☐ Computer/Robotics  ☐ Astronomy

☐ Combinatorics / Counting  ☐ Paleontology

Description of Instruction:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
# Teaching Lesson Plan

**Teacher:**

**Subject Area:**

<table>
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<tr>
<th><strong>Desired Results:</strong></th>
<th><strong>Formal Assessment:</strong></th>
<th><strong>Objective/Purpose:</strong></th>
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<tbody>
<tr>
<td>Use state/district standards to develop the learning target(s).</td>
<td>Develop assessment criteria and assessments based on the learning target.</td>
<td>Help students understand the lesson’s target and its purpose.</td>
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<tr>
<th><strong>Anticipatory Set:</strong></th>
<th><strong>Checking for Understanding:</strong></th>
</tr>
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<tbody>
<tr>
<td>Engage students by focusing their attention and accessing their prior knowledge of the learning target.</td>
<td>Check to see if students have the skills they need to achieve the target and provide support as necessary.</td>
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<tr>
<td></td>
<td>✓ Constantly walk around room and monitor student’s work to ensure that it is being done accurately and strategies are being followed.</td>
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<td></td>
<td>✓ Frequently check for understanding by using short quizzes.</td>
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<td>✓ Frequently ask higher order thinking questions.</td>
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<td>✓ Have students demonstrate understanding by solving problems on white boards.</td>
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<td></td>
<td>✓ Use the Thumbs up/Thumbs down method.</td>
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<td>✓ Close lesson by having students tell you what they have learned.</td>
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<tr>
<th><strong>Instructional Input:</strong></th>
<th><strong>Guided Practice:</strong></th>
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<tbody>
<tr>
<td>Provide access to the information students need to reach the target.</td>
<td>Work collaboratively to achieve the target under the direct supervision and guidance of the teacher.</td>
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<tr>
<th><strong>Modeling:</strong></th>
<th><strong>Independent Practice:</strong></th>
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<tr>
<td>Give examples of acceptable products or processes students are expected to learn or produce.</td>
<td>Provide opportunities to work independently of the teacher to extend new learning and to develop fluency.</td>
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<th><strong>Closure:</strong></th>
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<tr>
<td>Revisit new learning and connect it to what students will learn in the future.</td>
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Classroom Observation Reflections

1. The teacher made his/her instruction clear and easy for students to follow by:

2. The teacher used a variety of teaching strategies (examples: technology, games, visuals, etc.). List them below:

3. The teacher managed the classroom by:

4. If a student was disruptive, the teacher handled this by:

5. Describe how the teacher checked for understanding throughout the lesson:

6. Describe the relationship the teacher has with his/her students:
After every visit to your school classroom, you need to report your hours as well as a description and reflection of your field experience using the SMI online information system. This information will be used by your instructors to monitor your experiences and is required for stipend payment.

Logging in to the SMI Portal for the first time:
Step 1: Go to https://tepd.ucop.edu/smi/.
Step 2: Under "Other Options" (below the “sign on” box) select <Try other sign in options>.
Step 3: Under "Login Options for Individuals" (below the login area) select <Login with ParticipantID & Last Name>.
Step 4: Enter your Participant ID (__________________) and your Last Name. Then click <Login to SMI Portal>.
Step 5: Follow the prompts to create a Username and Password. When you are finished, go to https://tepd.ucop.edu/smi/ and log in with your new Username and Password.
Step 6: Click on <My Personal Info>. At the top of the screen, use the pull-down menu to view the page as a "Post-Secondary Student". Use the "edit this information" link to complete all of the Participant Information fields. This information will be used to mail your stipend to you and is required for stipend payment. Please make sure that it is filled out completely and correctly. Then click <I Certify the Changes I Have Made>. NOTE: If you do not fill out all the information fields you will not be given access to the field placement portal.

Documenting your field experiences:
Step 1: Go to https://tepd.ucop.edu/smi/ and log in using your username and password.
Step 2: Click <My Field Experience>.
Step 3: If this is the first time for a particular school then click <Add a New School Placement>, otherwise skip to Step 6
Step 4: Enter the requested school placement information as follows:

School: select from menu the school you visited
Dates: select first day of quarter or semester and last day of quarter or semester
Role: select from menu California Teach Student
Placed By: select from menu SMI-<your campus>
Step 5: Click <Submit>.
Step 6: After you have entered your school placement information and are ready to report your hours and information for the week, select <Add Field Experience Documentation>. When you login later, this link can be found by selecting <My Field Experience>.
Step 7: To document the field experience fill out the following:

Teacher:  Select from menu the teacher you worked with

Grade(s): Check the boxes of the grade level of the students in the class. Only check a grade level if there are more than 2 students of that level.

Dates: Enter the DATE YOU WENT TO THE CLASS.

Time: Enter the START time of the class (do not include travel time) and the END time of the class

Primary Action: select from menu what best describes what you did MOST of the time during this class.

Primary Topic: select from menu what best describes what topic or subject on which MOST of the time during this class was spent. “Math and Science” indicates a roughly equal mix. “Other” indicates that most of the time was spent on neither math nor science.

Description: <your instructor will give instructions for this text box>.

Reflection: <your instructor will give instructions for this text box>.

Step 8: Click <Submit>.

NOTE: If you visit multiple classes in the same day, then each class needs to be documented as a separate field experience.
Example Philosophy Statement

I believe that my job as a teacher is to provide my students with the core building blocks of self-discipline, strong character, confidence, responsibility, and problem solving capabilities. It is my intent for the students to be able to leave the classroom with these blocks firmly established, so that they might use them to build a bridge over any future obstacles that they may encounter.

I believe that, when time permits, discovery learning is always the best way to teach content. However because time seldom permits I believe in teaching content through whole group instruction with small group instruction used frequently to reinforce difficult concepts.

I believe that children learn better when they feel safe, when they are comfortable making mistakes; this is best accomplished by establishing a positive classroom environment. I will establish this environment in my classroom by fostering an attitude of teamwork among the students. I will lead by example and I will encourage the students to develop an atmosphere where they feel that they are able to share their ideas and feelings openly. I will encourage this by having the class develop a set of guidelines concerning the year's classroom conditions; I will encourage them to come up with a policy for settling disagreements. I will keep these guidelines posted in my room at all times in order to remind students that every person, not just the teacher, is responsible for seeing that the ground rules are adhered to. Finally, I will reinforce the guidelines throughout the year with mini-lessons on teamwork, manners, and the importance of supporting fellow classmates.
By the end of the school year I want my students to be confident and able to establish connections between my lessons and the outside world. Second, I want my students to be able to work cooperatively in groups. Finally, I want for them to enjoy math and to possess strong number sense.

In conclusion, my primary goal as a teacher is to pass on the best of our cultural heritage and to help my students adjust to society, because of this I would primarily classify myself as an Essentialist. However, I would also say that I have a little bit of the progressivist in me because I have faith in a child centered learning environment where the child actively experiences his or her world.
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<td>October 2007</td>
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<td>Last Day for Students</td>
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<td></td>
<td>Teacher Preparation Day</td>
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</table>

**For Elementary/Middle Schools**

- **END TRIMESTER**: 1st: November 30, 2007; 57 days
- **DATES**: 2nd: March 14, 2008-56 days
- **3rd**: June 25, 2008-67 days

**TOTAL**: 180 DAYS

**BOARD APPROVED**: March 15, 2007
# Related Organizations and Websites

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Welcome to ALPHA Center

ACADEMY OF LEARNING THROUGH PARTNERSHIPS FOR HIGHER ACHIEVEMENT

ALPHA ENTERPRISES

-star- UCR Educational Engagement Programs
-star- CMST (CA Mathematics and Science Teachers Initiative)
-star- MATE (Mathematics Academy for Teaching Excellence)
-star- Project ISIS (I Strive I Succeed)
-star- P-20 Regional Alliances
-star- NSF Mathematical ACTS
-star- NSF Connect
-star- MAP (California Mathematics Project)
-star- UCR Science and Mathematics Initiative Partnership (CA Teach)

ACTIVITIES

-star- Summer 2007 ALPHA Programs
-star- ALPHA Photo Gallery

ABOUT ALPHA

-star- ALPHA Mission Statement
-star- Contact Information/ Directory/ Maps
-star- Newsletters and Brochures
-star- Visit the UCR Website
-star- Related Websites

What's New

- Project ISIS applications for Apprentices available here.
- Read Press-Enterprise articles about NSF Mathematical ACTS Family Mathematics Nights for Granite Hill Elementary and Rustic Lane Elementary.
- Alpha Center has a photo gallery! Visit it under activities or click here.

http://www.alphacenter.ucr.edu/

Last updated February 13, 2007
OUR GOAL

The CMST program is part of an overall master plan to improve mathematics and science education in the Inland Empire. CMST partners with the UCR College of Natural and Agricultural Science, UCR Graduate School of Education, Riverside County Office of Education, San Bernardino County Superintendent of Schools Office.

As a result of the CMST program and its partnering efforts, public school students in the Inland Area improve their interest and their abilities in mathematics and science.

The goals of CMST are:

- To provide professional development and a mentoring setting for college mathematics/science majors who want to become teachers.
- To improve student achievement on tests of mathematics/science.
- To enrich the mathematics/science content knowledge and pedagogical content knowledge of existing teachers.

"When I first started the program, I expected it to provide me with a unique experience that was not offered through college classes. I wanted to get the full experience of being a teacher...CMST provided me with the experience I was looking to gain."

-Miguel Carillo

FOR MORE INFORMATION CONTACT:

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Executive Director Alpha Center
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www.alphacenterr.ucr.edu

Additional information about CMST is available on the Alpha Center website at www.alphacenterr.ucr.edu newsletter The Alpha Connection.
California Mathematics and Science Teachers Initiative

PARTICIPANTS

CMST participants are provided an opportunity to learn about contemporary mathematics and science content, and the pedagogy for teaching that content through a variety of courses, seminars and joint adventures with existing projects. They are given teaching experiences under direct supervision from UCR faculty members and public school teachers. The ultimate goal is to create academic assistance, financial support and mentoring, resulting in each CMST participant securing a teaching credential, an intern position in the public schools, admission to a teacher credential education program or an advanced degree in mathematics/science education.

SCHOLARSHIPS

Interested undergraduates or graduates apply to be CMST participants. Selected participants receive a scholarship to work in local schools with teachers and students under direct supervision of university and district personnel. CMST participants also receive books, materials and supplies suitable for a career in teaching.

PATHWAYS

The CMST program begins with the identification of undergraduates who want to pursue a career in teaching mathematics or science at the K-12 level. In cooperation with various departments and colleges on campus, CMST establishes a networking structure among these interested students providing them information about teacher-related events, seminars, financial opportunities, scholarships, mentoring activities, tutoring and teaching experiences as well as suggested coursework. The goal of PATHWAYS is to create a pipeline of activity which will prepare interested students to become teachers and mentors and encourage their decision while assisting them in finding financial opportunities that will help with the cost of their decision.

PARTICIPANT RESPONSIBILITIES

CMST participants will:
- Teach in the public schools.
- Prepare lessons and coordinate with school teachers and/or principals.
- Attend summer training activities prior to placement in the schools.
- Participate in events such as “Parent Nights,” “Saturday Academy,” etc., making presentations and assisting with the organization.
- Enroll in and pass specified courses, along with responsibly attending appropriate seminars.

In addition to financial assistance, CMST participants receive books and materials to use as resources for teaching.
OUR GOAL

Project ISIS is designed to cultivate the mathematical talents and interests of women at two critical points in their academic careers—middle school and college. ISIS focuses on middle school girls to motivate interest, strengthen academic preparation and increase informational resources for parents/guardians so that they can support their daughters in pursuing college preparatory courses and experiences. Female undergraduates who demonstrate interest in mathematics are guided on a pathway to careers in mathematics and teaching. In this vein, the goals of Project ISIS are to:

1. Provide educational opportunities and support for middle school girls to improve their mathematics academic performance and encourage them to pursue higher education and careers in mathematics related fields;

2. Establish an academic, financial, and mentoring support structure for female undergraduates who are considering teaching as a career, or who are pursuing advanced degrees in mathematics related professions; and

3. Implement evaluation and dissemination strategies to maximize project impact, support replication, and advance the knowledge of the mathematics community.

FOR MORE INFORMATION CONTACT:

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Dr. Pamela Clute,
Assistant Vice Provost
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University of California, Riverside
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Riverside, CA 92521
951-827-5425

Alpha Center
University of California, Riverside
WOMEN HELPING WOMEN

Project ISIS is a collaborative project of women helping women in pursuing educational opportunities and careers in mathematics. ISIS provides an educational foundation and establishes a support structure that motivates, encourages, and develops mathematics education for middle school girls along with professional development opportunities for female undergraduates who are interested in teaching as a career or pursuing advanced degrees in mathematics related fields. ISIS establishes mentorships and academic preparation programs between middle school girls, female undergraduates, and college faculty.

Middle School Girls and their Parents
Project ISIS involves middle school girls in a series of activities that will enhance their understanding of mathematics and encourage them to develop their education outside of the middle school setting. Levels of involvement include:

Middle School Girls
- Classroom time with an ISIS apprentice
- After School Tutoring
- Community Events
- GEMS Summer Academy
- Parent Outreach
- Field trips to local Colleges/Universities
- E-Stellar Newsletter

ISIS Apprentices
- Teaching & Tutoring
- Saturday Academies
- GEMS Academies
- Parent Outreach
- Participation in out of school events
- Opportunity of additional training
- Exposure to teaching as a career
- E-Stellar Newsletter

ISIS Cooperating Teachers
- Classroom Informational Presentations
- Parent Outreach
- Attendance at MATE Summer Training
- E-STE.LAR Newsletter
- Inclusion at all events
- UCR Apprentice in the classroom
- Staff development opportunities
- Networking

Parents
- Invitations to all ISIS events
- Information on College and A-G requirements
- Support in helping your daughter succeed

Classroom Support
A critical part of the project is the use of female undergraduates to support and deliver instruction and tutorial services to middle school girls. Big Sister relationships between female undergraduates and middle school girls are encouraged and fostered through instruction and tutorial assistance at the school site.

Out of School Events
Out of school events supported and taught by college mathematics faculty, teachers, ISIS apprentices, and community/business support are designed for middle school girls, their parents/guardians and female undergraduates. The events cover topics in mathematics, mathematics teaching pedagogy, real world projects and career awareness.

GEMS
GEMS (Girls Excelling in Mathematics with Success) is an academy for middle school girls in mathematics especially mathematics as it relates to college and to science, technology, and engineering. Positive attitudes are nurtured as girls learn about community service and work with successful women role models.

Parent/Guardian Outreach
Part of building the support structure for middle school girls involves acquiring the support and encouragement from their parents/guardians. Project ISIS creates a mechanism for increasing parental awareness and establishing a parent/guardian support structure for middle school girls that builds a deeper understanding and value of mathematics.
OUR GOAL

MATE is a summer intensive program for 5—12th grade teachers designed to provide participants with contemporary mathematics content, pedagogy for teaching and research issues related to student achievement. Algebra, geometry and analysis form the core of the program as these topics are key to higher mathematics and college entrance. They also form the mathematical foundation of understanding for many career choices. Mathematics is presented as a relevant, interesting topic related to life. Teachers are exposed to useful, content rich interactive classroom ideas; they are given a stipend along with a professional library of resource materials to be used in the implementation of new ideas in the classroom. Participants are expected to share the information earned in this academy with interested people, parents, other teachers, community leaders, administrators and students.

The MATE program has empowered me to become a better teacher in so many ways! I’ve felt a renewed commitment to my career filled with new enthusiasm for math...I feel so fortunate to have had the opportunity to become a student again.”
—Elementary School Teacher

“MATE has given me a stronger background in math which helps me explain math better to my students.”
—Middle School Teacher

“I love the...only class I have taken which models actual teaching methods for math. Examples of lesson plans that are student centered are invaluable.”
—High School Teacher

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Riverside, CA 92521
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Additional information about MATE is available on the Alpha Center website at www.alphacenter.ucr.edu
Mathematics Academy for Teaching Excellence

**TEACHER DEVELOPMENT**
- Opportunities to increase mathematics content knowledge.
- The interface of academic content with pedagogy for diverse students of varying abilities.
- Support systems necessary for best practices in teaching.
- Links with ongoing research for teachers as researchers.
- Network opportunities with local, state and national mathematics leadership organizations.

**CURRICULUM DEVELOPMENT**
- A forum for teachers to discuss student access to and successful completion of UC A-G requirements and honors courses.
- Goals for increasing academic rigor and vertical articulation of courses in mathematics.
- Content alignment with state and national standards.

**MA TE provides teachers with a hands-on learning environment to help improve content knowledge and pedagogy. Teachers are both reintroduced to mathematics concepts and given strategies on how to more effectively engage students in their learning.**

**OPPORTUNITIES**
- College credits, stipend and professional library available to participating teachers.
- A year long, summer intensive program for 5th-12th grade teachers.
- Emphasis on quantitative literacy, algebra with geometry and its integration across the mathematics curriculum.
- Chance to evaluate innovative teaching strategies and research their effectiveness.

**SPONSORS**
- P-20 Regional Alliance
- NSF Mathematical ACTS
- Irvine Foundation
Welcome to California Teach-Science Mathematics Initiative

Why is NOW the time to prepare for a career in teaching science and mathematics?

There is currently a critical shortfall of qualified science and mathematics teachers in California classrooms. Because of this shortage, prospective science and mathematics teachers are extremely competitive in securing positions soon after graduation. They are able to:

- find internship jobs immediately upon graduation at salaries comparable to entry-level credentialed teachers; these intern opportunities often lead to permanent teaching positions
- find job openings in the school district of their desire

- gain negotiating power in determining their starting permanent salaries
- become emerging leaders in the school districts and communities
- benefit from the financial incentives, including loan-forgiveness programs, offered through the government

...LET CATEACH-SMI HELP YOU TO BECOME A TEACHER IN SCIENCE OR MATHEMATICS.
Welcome to the University of California, Riverside, Teacher Education website. The Graduate School of Education’s teaching credential programs are full-time programs that are generally completed in one year. Our programs are characterized by small cohort groups under the supervision of one supervisor for the length of your program. Research indicates that small cohort groups offer the opportunity for students to freely share information, to begin the development of a professional network, and encourage professional growth. Personal, individualized instruction and supervision distinguish UCR’s teacher education programs. The following teaching credentials are offered at UCR:

- **Program Options (Please select at least):**
  - **Multiple Subjects Credential** - for candidates interested in teaching at the elementary level or in a self-contained classroom.
  - **Single Subject Credential** - for candidates interested in teaching at the middle school or high school level or a departmentalized classroom.
  - **Education Specialist Credential (Special Education)** - “Level I” and “Level II” - for candidates interested in teaching students in either of the following specializations: mild/moderate or moderate/severe.
  - **Dual Multiple Subjects/Education Specialist Credentials** - for candidates interested in earning these two credentials simultaneously.

**M.Ed.** - Master of Education degree is an option for outstanding Multiple Subjects and Single Subject Credential applicants.

http://www.education.ucr.edu/teacher_education/teacher_education.htm  
8/16/2007
Teacher Education: Information Flyers

- Credential Information Seminar Dates
- Important Credential Application Dates
- Prepare to Teach Flyer

Look here for more information handouts in the near future.

University of California, Riverside
Graduate School of Education
Teacher Education
1246 Special Holli
Riverside, CA 92521
Teacher Education Office: (951) 827-5225
Fax: (951) 827-3942
New Teacher Support for Teaching Mathematics

http://omsd.omsd.k12.ca.us
Ontario-Montclair School District Web Site

http://mathforum.org/escot/mosaic.html
Math standards, activities, lesson ideas, and more…

www.huntington.edu/education/lessonplanning/Bruner.html
A variety of lesson plan formats, suggestions for arranging the classroom, suggestions for teacher behaviors…

http://teacher.scholastic.com/index.htm
A rich collection of lesson ideas and support materials

www.mastep.sjsu.edu/support.htm
Sample lessons and games for math and science

http://nlvm.usu.edu/en/nav/vlibrary.html
A virtual library of math manipulative for grades K-12

http://www.edhelper.com
An online bank of printable units and worksheets (free or paid subscription available)

http://www.nctm.org
National Council of Teachers of Mathematics

http://www.sbcalliance.org
San Bernardino County Alliance for Education

http://www.geocities.com/rsbcmta/1
Riverside – San Bernardino County Math Teacher’s Association

http://www.cmc-math.org
California Mathematics Council