

UNIVERSITY OF CALIFORNIA
UCRIVERSIDE



SMI & Alpha Center Apprentice Program Handbook

CUSP

*(College University School Partnership)
and*

CMST

(California Mathematics and Science Teachers Initiative)



TABLE OF CONTENTS

I. Overview	3
A. CUSP and CMST Summary & Goals	
B. UCR Academic Calendar	
C. Overview of EDUC 100A	
II. Apprentices	8
A. General Expectations: Classroom Code of Conduct and Professional Values	
B. Apprentices' Responsibility Checklist	
III. Cooperating Teachers	12
Cooperating Teachers' Expectations & Responsibilities	
IV. Forms	14
A. Documentation of Hours	
B. Supply Request for Classroom Project: Approval Form Request for Classroom Project: Reimbursement Form	
C. CBEST & CSET Exam Reimbursement Program	

SECTION I

Overview

CUSP & CMST Goals

Through the development of the Alpha Center and the SMI Apprentice Program, the College University School Partnership (CUSP) and California Mathematics and Science Teachers (CMST) Initiative Program provide opportunities for selected undergraduate students to learn about contemporary mathematics and science content plus the pedagogy for teaching that content through a variety of courses, seminars and joint adventures with existing projects. Apprentices are provided teaching experiences under direct supervision from public school teachers. The ultimate goal is to create academic assistance, financial support and mentoring, resulting in each CUSP/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.

The CUSP and CMST fellowship programs are part of an overall master plan to improve mathematics and science education in Riverside and San Bernardino counties. Both programs partner with the UCR College of Natural and Agricultural Sciences, UCR Graduate School of Education, Riverside County Office of Education, and San Bernardino County Superintendent of Schools Office. As a result, public school students in these areas improve their interest and their abilities in mathematics and science.

The main goal of CUSP and CMST is to provide professional development and a mentoring setting for college mathematics/science majors who want to become teachers. These programs also address the need to improve student achievement on tests involving mathematics and science while enriching mathematics/science content knowledge and pedagogical content knowledge of existing teachers.

Apprentices will each provide 3 - 5 hours per week of service at an assigned school site. This could include mathematics or science instruction, tutoring or other related activities.

CUSP:

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UCR ACADEMIC CALENDAR

	Spring 2009	Summer 2009	Fall 2009	Winter 2010	Spring 2010
Quarter Begins	March 25, 2009	<i>Session I:</i> June 22, 2009 <i>Session II:</i> July 27, 2009 <i>Session III:</i> June 22, 2009 <i>Session IV:</i> July 13, 2009 <i>Session V:</i> August 3, 2009 <i>Session VI:</i> June 22, 2009 <i>Session VII:</i> June 22, 2009 <i>Session VIII:</i> July 27, 2009 <i>Term:</i> June 22, 2009	September 21, 2009	January 4, 2010	March 29, 2010
Instruction Begins	March 30, 2009	<i>Session I:</i> June 22, 2009 <i>Session II:</i> July 27, 2009 <i>Session III:</i> June 22, 2009 <i>Session IV:</i> July 13, 2009 <i>Session V:</i> August 3, 2009 <i>Session VI:</i> June 22, 2009 <i>Session VII:</i> June 22, 2009 <i>Session VIII:</i> July 27, 2009 <i>Term:</i> June 22, 2009	September 24, 2009	January 5, 2010	March 29, 2010
Instruction Ends	June 5, 2009	<i>Session I:</i> July 24, 2009 <i>Session II:</i> August 28, 2009 <i>Session III:</i> July 10, 2009 <i>Session IV:</i> July 31, 2009 <i>Session V:</i> August 21, 2009 <i>Session VI:</i> July 31, 2009 <i>Session VII:</i> August 7, 2009 <i>Session VIII:</i> September 11, 2009 <i>Term:</i> August 28, 2009	December 4, 2009	March 12, 2010	June 4, 2010
Final Examinations	June 8-12, 2009	<i>Session I:</i> July 24 -25, 2009 <i>Session II:</i> August 28-29, 2009 <i>Session III:</i> July 10, 2009 <i>Session IV:</i> July 31, 2009 <i>Session V:</i> August 21, 2009 <i>Session VI:</i> July 31, 2009 <i>Session VII:</i> August 7, 2009 <i>Session VIII:</i> September 11, 2009 <i>Term:</i> August 28, 2009	Dec. 7-11, 2009	March 15-19, 2010	June 7-11, 2010
Quarter Ends	June 12, 2009	<i>Session I:</i> July 25, 2009 <i>Session II:</i> August 29, 2009 <i>Session III:</i> July 10, 2009 <i>Session IV:</i> July 31, 2009 <i>Session V:</i> August 21, 2009 <i>Session VI:</i> July 31, 2009 <i>Session VII:</i> August 7, 2009 <i>Session VIII:</i> September 11, 2009 <i>Term:</i> August 28, 2009	Dec. 11, 2009	March 19, 2010	June 11, 2010

	Spring 2009	Summer 2009	Fall 2009	Winter 2010	Spring 2010
Spring Break	March 23-27, 2009				March 22-26, 2010
Holidays	March 27, 2009 May 25, 2009		Nov. 11, 2009 Nov. 26-27, 2009	January 18, 2010 February 15, 2010	March 26, 2010 May 31, 2010
Winter Break			Dec. 14, 2009- Jan. 3, 2010		

**University of California, Riverside
School of Education
Spring Quarter
Education 100A**

Tutorial Teaching: Teaching and Learning in the Community (2 units)

Instructor: Linda Braatz-Brown
Office: Alpha Center
Phone: 951-827-2963
Office hours: by appointment

Class Time: TBD
Class Location: ALPHA Center
Email: lindabb@ucr.edu

Course Overview

Under the supervision of both the course instructor and a field professional, students take the theories and principles learned in the university classroom and apply them to their work in a field setting. Students acquire knowledge and new skills while providing service to the community. The field experience facilitates awareness of the realities of classroom and community teaching while providing the venue for university students to develop a deeper understanding of the realities of teaching and community events and programs that help students improve and/or excel academically. Field hours earned during this course fulfill part of the 120 pre service hours required for recommendation for an intern credential. This course is designed specifically for students in ALPHA Center programs including CMST, ISIS, or SUP. Course is credit/no-credit. 2 units

Students will:

- a. Develop contacts with local school and community organizations
- b. Gain experience working with students in classroom and community settings
- c. Gain and practice instructional strategies and behavior management techniques
- d. Create a supportive network of peers, education, community and university representatives through collaborative interaction

Required Curriculum Materials/Texts/Technology

There is no required textbook for this course.

Course Requirements

Students are expected to attend two face-to-face meetings with instructor, maintain an annotated time log **throughout** the quarter, and complete a minimum of 30 fieldwork hours in a professional manner.

The course requires completion of 3 assignments:

1. Create a 1-page statement of what you would like to experience and learn during your fieldwork this quarter along with an information sheet that has student contact information (phone and email), where you will be doing your fieldwork experience, and contact information for the person you will be working with at that location. This assignment is to be emailed to the instructor no later than one week following the first face-to-face meeting.
2. Create an Annotated Time Log using the format included below or something similar. You may include time spent researching, creating course related lesson plans or activities and the actual implementation in the classroom or at the event. Teaching, observation, and working with small groups or one-on-one are appropriate activities (see **sample below**).

Date	Time	Location	Activity	Reflection
x/xx/xx	45 min.	Happy Middle School	Taught how to fold a cube to class during lesson on 3-dimension shapes	Lesson went well. Glad I practiced ahead of time. I had to refine directions for some students. Showing a group is different from working one-on-one.
x/xx/xx	2 hours	City Community Center	Worked with small group of students during homework club	Enjoyed working in community setting. Atmosphere more relaxed. Focused on individual student needs. What a great resource for the community. Will need to remember this when I have my own classroom

3. Write a 2-page reflection paper on what you have learned and accomplished this quarter during your fieldwork. Refer back to your one-page statement of the experiences and learning you wanted to accomplish this quarter and your annotated time log. Be sure to include a paragraph on next steps, things you would like to know more about or have more experience with, ideas for the future. Also reference how this experience may have impacted your thoughts on teaching as a career. Bring with you to the second face-to-face meeting to be held within the last two weeks of the quarter.

Although not required for credit, it is recommended that you create a notebook/portfolio that organizes lessons/activities taught, reflections, articles/resources received or researched during the course, personal reflections, programs participated in, etc.

Course Outline

Date: TBD Orientation: Remembrances, Expectations, and Explorations

Session 1

Arrange meeting with Instructor within first 2 weeks of quarter
 Overview of syllabus, assignments and expectations for fieldwork
 Exploring the value of community educational settings
 Preparing for classroom experience
 Assignment: Due one week after meeting, email goals to the instructor no later than one week after the first face-to-face meeting.

Date: TBD Sharing Accomplishments

Session 2

Developing as a reflective practitioner
 Arrange this meeting within the last two weeks of the quarter or earlier if 30 hours of fieldwork are completed before the last two weeks. Bring annotated log and 2-page reflection as referenced above.

SECTION II

Apprentices

General Expectations: Classroom Code of Conduct and Professional Values

All CUSP CMST 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, even if you think it's a really important question...ask it later!
- Be addressed as Mr., Miss, Mrs., or Ms. by classroom students.
- Maintain professional conversation regarding instructional strategies and content.

CSUP & CMST APPRENTICES' RESPONSIBILITY CHECKLIST

- Adhere to terms stated in signed Contract Agreement including:
 - **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.
 - Arrangements for and Reporting of TB Testing:
 - CSUP: Contact the Alpha Center. You will be given two copies of your results -- one for your assigned school site and one as your personal copy. You will need to provide a copy of your TB test results to the Alpha Center.
 - CMST: Contact the SMI Resource Center You will be given two copies of your results -- one for your assigned school site and one as your personal copy. You will need to provide a copy of your TB test results to the SMI Resource Center.
 - **Finger Printing:** In accordance with the State Department of Education regulations as an employee or volunteer in an elementary or secondary school you must be fingerprinted.
 - Arrangements for Fingerprinting: All apprentices will be contacted about procedures and locations for fingerprinting.
 - Reporting Results:
 - CSUP: Submit results to the Alpha Center
 - CMST: Submit results to the SMI Resource Center
- Adhere to “General Expectations: Classroom Code of Conduct and Professional Values,” which is included within this handbook.
- Attend Mandatory Professional Development summer training program. Dates and location will be provided by the ALPHA Center and SMI.
- Complete Apprentice Hours:
 - Establish and complete at least 3 to 5 hours per week at the school site with assigned cooperating teacher. Hours can applied toward school hours and after school programs.
 - CUSP = 35 to 50 hours per quarter
 - CMST=20 to 26 hours per quarter
 - The other 50% of the time 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
 - ✓ Working with cooperating teacher and/or administrator to collect and deliver permission slips and pre/post attitudinal surveys.

(Apprentice checklist continued)

- Fifty percent (50%) of the time must be spent on teaching and/or lesson preparation at the assigned school site.
 - Maintain progress in major degree requirements and maintain a suitable grade-point average. Your participation cannot be continued if you are on academic probation.
 - Maintain Documentation of Hours Log and Monthly Timesheet.
 - Deadline: Signed documentation of hours and timesheets are due by noon on the 15th of each month
 - Submission Location:
 - CUSP: To the ALPHA Center
 - CMST: To the SMI Resource Center
- Failure to submit on time will result in delay of payment. If problem persist, written warning will be placed in your personnel file and may result in termination from the program.
- Complete at least one of the following classes (completion prior to CUSP/CMST may be applied)
 - EDUC/MATH 104 - Mathematics Education
 - MATH 15 - Liberal Arts Mathematics
 - EDUC 100A - Tutorial Teaching: Teaching & Learning in the Community
 - NASC 192 – Careers in Mathematics and Science Education
- Professional Development: The Alpha Center and SMI 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.
- Classroom Observation Feedback: Each apprentice will be observed in his or her school site setting during the year. This will be prearranged between the CUSP and CMST apprentice, the cooperating teacher, and Linda Braatz-Brown (CUSP)/Leslie Bushong (CMST). Apprentices will receive a written review of the observation. The cooperating teacher will also provide a written assessment of the apprentice at the end of the academic year.
- Apprentices will be required to complete a Program Participant Survey. Your identity will be kept strictly confidential and your answers only used for program evaluation purposes (unless you give us permission to do otherwise). The answers you provide on the surveys will *not* in any way affect your status as a CUSP/CMST apprentice.

SECTION III

Cooperating Teachers

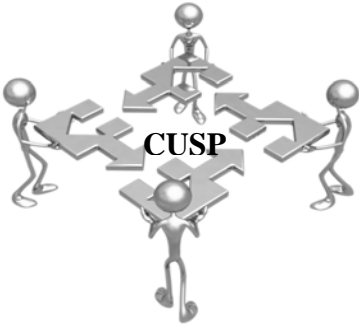
COOPERATING TEACHERS' EXPECTATIONS & RESPONSIBILITIES

Cooperating Teachers are to:

- Remain in the classroom throughout the period Apprentice(s) is present.
- Coordinate with Apprentice(s) to establish a schedule for classroom observation/participation for at least 3 to 5 hours per week, allowing Apprentice(s) to complete:
 - CUSP = 35 to 50 hours per quarter
 - CMST = 20 to 26 hours per quarter
- Plan Apprentice classroom observation/participation based on:
 - 50% of the time: spent on teaching and/or lesson preparation.
 - 50% of the time: involved with the following activities during and/or after school:
 - ✓ Tutoring (one-on-one in class tutoring or small roundtable setting)
 - ✓ Attendance and participation at after school and/or Saturday events.
 - ✓ Administrative assistance (grading, observing cooperating teacher, assisting teacher, etc.).
 - ✓ Attend teacher feedback meetings.
 - ✓ Attendance at conferences or workshops that are mathematics or science education related.
 - ✓ Other school related activities.
- Maintain regular weekly communication with Apprentice(s).
- Contact the appropriate program staff immediately with problems related to school site placements.
 - **CUSP**
Linda Braatz-Brown, Director of
Special Programs at the Alpha Center
Email: lindabb@ucr.edu
Voice: (951) 827-2963
Fax: (951) 827-5465
 - **CMST**
Leslie Bushong, SMI Director
Email: leslie.bushong@ucr.edu
Voice: (951) 827-4970
Fax: (951)827-4971
- Maintain current e-mail address, mailing address, and phone number with:
 - CUSP = ALPHA Center
 - CMST = SMI Resource Center
- Involve Apprentices in school-related activities to provide professional development opportunities, when appropriate.
- Complete formal assessment/feedback about Apprentices. Form will be distributed during the academic year.

SECTION IV

Forms



CUSP
 [College University School Partnership] &
CMST
 [California Mathematics and Science Teachers Initiative]



Documentation of Hours
 ANNOTATED LOG

Apprentice's Name: _____ Month _____ Year _____ Cooperating Teacher's Name: _____

School Placement: _____ Subject Area: Mathematics Science
 Fellowship Program: CUSP CMST

DEADLINE: 15TH of Each Month

- CUSP – to Linda Braatz-Brown @ Alpha Center (214 College Building South)
- CMST – to Leslie Bushong @ SMI (1104 Pierce Hall)

Date	Time In	Time Out	Total Time	Activities & Descriptions	Teacher's Signature
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No Briefly describe your observational/instructional activities(use add'l pages if necessary)	

Documentation of Hours (continued)

Date	Time In	Time Out	Total Time	Activities & Descriptions	Teacher's Signature
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Briefly describe your observational/instructional activities(use add'l pages if necessary)</i>	
				Did you assist with the instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No Briefly describe your observational/instructional activities(use add'l pages if necessary)	

SMI Supply Request for Classroom Project (continued)

II. Proposed Budget Plan: The budget needs to correspond with your proposed lesson plan. **Maximum reimbursement per student each quarter is \$25.00** (keep this in mind if you plan to submit multiple classroom supply requests).

Proposed Items to Purchase	Projected Cost of Purchases (include tax, delivery, other applicable charges)	Proposed Vendors

III. Proposed Date to Implement Lesson Plan _____

IV. With my signature, I agree to follow my proposed lesson plan if approved by SMI. Also, I agree to allow SMI to store and share my lesson plan in its Resource Library located both online and in its Resource Center.

Student's Signature

Date

----SMI OFFICE USE ONLY----	
<input type="checkbox"/>	Approved by _____ Date _____
<input type="checkbox"/>	Not Approved: Explanation _____

**SMI Supply Request for Classroom Project
STEP #2: REIMBURSEMENT FORM**

Submission of this form will not be accepted unless you received SMI approval from STEP #1: APPROVAL FORM.

Student's Name _____

Social Security Number _____

Mentor Teacher's Name _____

Date of Submission: _____

Itemize and detail expenses incurred for implementing your lesson plan proposed in STEP #1: APPROVAL FORM

Date Purchased	Purchased Items	Actual Cost (include tax, delivery, other applicable charges)	Vendor Used

Date Lesson Plan was Implemented _____

Signature Verification: By signing below, you are authenticating the accuracy of the above information.

Mentor Teacher's Signature _____

Student's Signature _____

CBEST/CSET EXAMS

Registration Fee Reimbursement Program

POLICIES

ELIGIBILITY:

Must satisfy all terms listed below:

- STEM (Science, Technology, Engineering, and Mathematics) Majors involved with SMI
- Completed EDUC 3
- Developed and updated SMI Course Plan with an SMI Advisor [To do so, please schedule (smi@ucr.edu) for SMI advising]
- Passed CBEST/CSET Exam(s) as a matriculated UCR student
- Demonstrated satisfactory progress in STEM degree program

REIMBURSEMENTS FOR SUCCESSFUL PASSAGE OF EXAMS

- **CBEST Exam = regular registration fees (no late fees)**
- **CSET Exams = regular registration fees (no late fees)**

PROCEDURE

REQUEST FOR REIMBURSEMENT:

Complete and submit the following materials to the SMI Resource Center (1104 Pierce Hall)

- a. W-9 Form (<http://smi.ucr.edu/pdf/w09form.pdf>)
- b. CBEST/CSET test results (*For verification purposes, SMI will gladly make a copy from the original document.*)
- c. Submit original receipt of exam payment (e-mail confirmation from CBEST/CSET).

****SMI will accept CBEST and CSET tests taken as far back as February 2006.****

Policies and procedure are subject to changes due to resource limitations.