

## SYLLABUS Winter 2008

**Education 160A**  
**Practicum in After School Learning and Inquiry**  
Wednesday, 4-6:50 pm, BP 1101

**Education 160L**  
**Community Field Work**  
M, F  
2:30-5:30 pm  
Wilson Elementary School  
801 Wilson, Costa Mesa, CA 92627  
949/515-6995

Instructor/Program Director:  
office hours: Monday, 2-4pm  
or by appointment

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**ed160@uci.edu** - address for all field notes and course related email

**<http://www.gse.uci.edu/ed160>** website

### Course Description and Overview

Ed 160, or UCLinks, is based on a constructivist and Vygotskian model of child development. This model asserts that children do much of their learning by making meaningful connections with others in a variety of contexts, both inside and outside of school. As cyberguides, university students prepare, share and evaluate learning activities with community children. They have opportunities to explore questions related to how informal, after-school learning programs complement formal learning in schools, how students from diverse backgrounds respond to various learning and play activities and ways in which community centers might serve as bridges between the home and school.

As a volunteer friend and cyberguide, you interact naturally with the children, providing them with a caring adult role model and sharing challenging play activities that enhance their development of literacy, math and technology skills. Your weekly visits to the school site provide you with opportunities to collect ethnographic data through field notes, interviews and observations you write up after each visit. Your observations and interviews will be valuable for mini-case studies on the children you know best and prompt you to reflect on how their school experiences are affected by socio-cultural factors and technology.

Ed 160A and Ed 160L are co-requisite lecture/lab courses (integrating 3 hours of course work with 3 hours of fieldwork) for which students earn a total of six units each quarter. Students must take both lecture and lab sections at the same time. A syllabus for Ed160 follows. This course is part of the Undergraduate Major in Education at UCI and complements Theories of Learning or similar courses in other disciplines. It meets the university's requirements for Multicultural Studies and fieldwork. This class may be repeated, or the Lab may be repeated two additional times, with instructor's permission.

**Course Objectives** The primary objectives of the course are to:

- Provide children from an under-represented community with meaningful opportunities for one-on-one learning and social development with the help of dedicated university students;
- Reinforce children's academic skills in literacy, problem solving, math and technology, and promote their interest in pursuing higher education;
- Provide undergraduates with a theoretical introduction to issues of schooling, multiculturalism and English literacy acquisition through practical experiences in community-based after-school programs;
- Provide undergraduates with opportunities to collect observational data through field notes, interviews, and other strategies consistent with ethnographic research;
- Prepare undergraduates to design and participate in teaching activities involving language arts, kinesthetics, technology, telecommunications and visual arts;
- Enhance undergraduates' understanding of culture and themselves;
- Improve undergraduates' skills in writing, technology, mentoring and teaching.

### **Course Requirements**

1. Attend all class meetings and community service appointments punctually and keep accurate records of your attendance, the children you work with, and your shared activities. To earn credit, you must sign in and out at the site and inform the Site Coordinators well in advance if you have a conflict in attending on your assigned day. You must also email Dr. Charlton if you're unable to attend class. Students with disabilities should contact Dr. Charlton after class or during office hours in the first week of instruction to discuss accommodation needs.
2. Complete reading assignments before the classes for which they're assigned, and before you do your fieldwork, so that your discussions and field notes incorporate what you have learned and your reflections about it.
3. **Submit detailed field notes on each field experience through email, by fax or in hard copy within 48 hours from your fieldwork day or credit will not be granted.** If you have any questions or problems regarding their submission, contact Jeannie Haynes, at the number above, immediately.

### **Basis for Evaluation and Final Grade**

Evaluation of student progress in Ed 160A will be collaborative and include input from the student, site coordinators, readers and instructors. The student will provide input through self-reporting and reflections in field notes; the site coordinator and instructors will evaluate participation and weekly written assignments.

**Ed 160 A**

Class participation and attendance	20%	
Attendance and punctuality		10
Engagement and preparation for class discussions and activities		10
Quizzes	20%	
Active learning projects	60%	
Classmate interview		10
Kozol summary paper		10
Teaching project and class presentations		10
Nieto Outlines		10
Oral history project research and presentation		20

**Ed 160 L**

Participation, punctuality and attendance	15%	
Field notes (7)	70%	
Reflection questions linked to class subjects		
Evidence of engagement with Cyberpals		
Teaching Projects		
Preparation, Presentation and Evaluation	15%	
(Inclusion of 2 Intelligences, literacy element, evaluation)		

**Ed 160 A**

Class participation and attendance	20%	
Attendance and punctuality		10
Engagement and preparation for class discussions and activities		10
Quizzes #1 and #2	10%	
Active learning projects	50%	
Classmate interview		10
Teaching project presentation		10
Nieto Outlines		10
Oral history project research and presentation		20

**Standards for Academic Performance**

Academic discipline is an expectation of UCLinks students. Your work should be original, with clear citations when you use other sources, it should demonstrate your technological competence and adhere to the highest standards of quality (using word processor programs for spelling and

grammar checks for accuracy, for example). Always do class readings in advance and check the syllabus for activities or assignments so that you will be prepared for full participation. Absences from class must be reported in advance to Dr. Charlton and absences from the site in advance to the Site Coordinator. It's also a good idea to save copies of all of your work to prevent any questions being raised about record keeping.

**Required Reading** Copies of these texts are also on reserve and some articles are referenced on the class website at <http://www.gse.uci.edu/ed160>.

- Nieto, S. Affirming Diversity: The Sociopolitical Context of Multicultural Education (MA: Longman Publishers) 3rd Edition. 2000.
- Kozol, J. Ordinary Resurrections. (New York: Harper Perennial). 1991.
- Articles distributed in class.

**ASSIGNMENT SCHEDULE: ED 160: All classes meet Wednesdays, from 4-6:50.**

**Week 1: January 9, 2008**

Introduction to UCLinks, ethnography, and multiculturalism

- Complete pre-perception survey and lifescan materials handed out in class
- Attend orientation at Wilson, Friday, January 11, between 2:30-3:30pm and write up your 1st impressions (2 paragraphs), sending them to [ed160@olympia.gse.uci.edu](mailto:ed160@olympia.gse.uci.edu), with the title Orientation Field Note and your last name in the subject line, within 48 hours of your visit  
**To do for Week 2...**
- < Read Kozol, pp. 1-132. Pick a favorite passage, quote it and elaborate on why it interests you. Using your hard copy notes and reflections, be prepared to discuss this passage in class.
- < Begin classmate interview

**Week 2: January 16, 2008 (no field work Monday, 1/21 for Wilson Holiday)**

Culture, social learning, and multiple and emotional intelligences

- Discuss Kozol passages
- Submit Orientation Field note by Monday, January 14
- For **Week 2** and all remaining weeks, submit field notes with the Field Note number, the date and your name in the subject line, then follow the Field Note template and carefully respond to the reflection questions at the end of this syllabus, within 48 hours of your visit.  
**To do for Week 3...**
- < Read Kozol, pp. 133-260. Choose a character in the book that you find endearing or interesting and make notes about him or her to prepare for class discussion
- < Write up classmate interviews (2-4 pps, hardcopy, due week 3).

**Week 3: January 23, 2008**

Brain-based teaching and learning, cultural simulation

- Kozol character discussions
- Classmate Interview due
- Submit field notes
- Sign up for Teaching Projects  
**To do for Week 4...**

- < Read Kozol, pp. 261-339 Write a 5-7 page reflection on what Kozol intended for the reader to learn in this book. What did you learn about small children, mentoring, socioeconomic and cultural inequities, teaching and learning, or other things that might help you be a more effective teacher or informed citizen.
- < Prepare for quickwrite quiz on culture, multiple/emotional intelligences and learning

#### **Week 4: January 30, 2008**

Assisted Learning, Constructivism, Scaffolding, and Vygotsky's theories of social learning

- Kozol Reflection due
- Submit field note, sign up for teaching project date
- Quiz on culture, multiple/emotional intelligences and learning

#### ***To do for Week 5...***

- < Read Tharp handout pp.44-70 and take notes on the scaffolding methods and the ZPD he describes, to be shared in the next class.
- < Be prepared to discuss literacy assignments done with cyberpals in class.

#### **Week 5: February 6, 2008**

Review: Culture, Multiple Intelligences, Learning, Vygotsky, Constructivism and Scaffolding

- Cosmic Dimension reports and discussions
- Teaching Projects begin at site
- Submit field note

#### ***To do for Week 6...***

- < Read Nieto's chapter on Culture, Identity and Learning (check your edition's Table of Contents) and the case study to be assigned in class.
- < Create a Venn Diagram or other visual contrasting the lives, experiences, and academic expectations for one of Kozol's children, one of your Cyberkids, and yourself, and a brief written summary of what you described, in hardcopy, for sharing in the next class.
- < Prepare for quiz on Vygotsky, constructivism and scaffolding

#### **Week 6: February 13, 2008**

Nieto discussion, the Hidden Curriculum

- Teaching projects at site reports
- Share Venn Diagrams
- Quiz on Vygotsky, constructivism and scaffolding
- Attend field work at Wilson

#### ***To do for Week 7...***

- < Read Nieto chapter on Racism, Discrimination, and Expectations of Students' Achievement and the Case Study to be assigned (if you must miss class week 6, e-mail me for your assigned case study).
- < Prepare a brief written outline of the major points of your assigned case study from Nieto tying it to the chapter's themes. Be prepared to present the material in small groups.
- <, Oral History research begins (email me your subject this week to me for approval) Start historical research on your oral history subject (avoiding Wikipedia)

#### **Week 7: February 20 (no field work, Wilson closed for parent conferences)**

The Hidden Curriculum structural and organizational issues in schools

- Submit Nieto case study outline

#### ***To do for Week 8...***

- < Read\_ Nieto chapter on Structural and Organizational Issues in Schools and your assigned case study. If you miss class 7, e-mail me for your assigned case study
- < Prepare a brief written outline of the major points of your assigned case study from Nieto tying it to the chapter's themes. Be prepared to present the material in small groups.
- < Conduct Oral History interview

**Week 8: February 27, 2008**

Linguistic Diversity in U.S. Classrooms

- Teaching project presentations at site and in class
- Submit Nieto case study outline

***To do for Week 9...***

- < Read Nieto chapter on Linguistic Diversity and outline assigned case studies (if you miss week 8 e-mail me for your assignment).
- < Prepare for quiz on the Hidden Curriculum and Language Diversity in Schools
- < Continue work on Oral History (writeups and oral presentations due week 10)

**Week 9: March 5, 2008**

School Success in a Multicultural, Multilingual Community – jigsaw (bring your Nieto texts)

- Quiz on the Hidden Curriculum and Language Diversity
- Submit Nieto case study outline
- < Teaching project presentations
- < Last or makeup field work

***To do for Week 10...***

- < Read assigned Nieto chapter (e-mail me for your assignment if you miss class week 9)
- < Prepare to “teach” your chapter’s main points to your group in 5 minutes, supported by a visual, outline, or other learning strategy, in the next class
- < Complete final preparations for Oral History projects

**Week 10: March 12, 2008**

- \* Teaching project presentations
- Nieto reading presentations
- \* Oral History sharing activity
- \* Class evaluation and post participation surveys

**FIELDWORK GUIDE**  
**Fall, 2007**  
**Ed160L**  
**Wilson Elementary**

This syllabus should clarify and guide you through your fieldwork experience at Wilson Elementary. Attached you will find a map to the site, phone numbers, and other necessary documents. You must complete waivers, TB clearance, and lifescan fingerprinting before you can work directly with the children except with the supervision of a certificated, credentialed teacher. Please complete the paperwork and your pre-perception survey as soon as possible. Here is the Fall schedule.

**Fourth and Fifth Grades meet Mondays, 2:30-5:30: 10/8,15,22,29, 11/19,26, 12/3**  
**Second and Third Grades meet Fridays, 2:30-5:30: 10/12,19,26, 11/2,16,30, 12/7**

**Friday, October 5: Orientation for all UCI cyberguides 2:30-3:30**

On the first night of class you will sign up for your Wilson afternoon and the first time you meet the children you will be assigned your “cyberpals” for the duration of the quarter. Each visit to the site will follow the same general plan:

- 2:30 Sign in at the office, meet at the lunch tables, sign in and meet with the Site Coordinator to prepare for the day’s activities
- 2:50 The children join you and you greet your cyberpals, together you do opening activities and then grades 3, 5 do a literacy activity while the younger children play outside and have their snack
- 3:10 Grades 2, 4 come in for their literacy activity while grades 3, 5 play outside and have snacks.
- 3:40 General activities time: you rotate between computer time together playing educational games or writing stories, sharing table games, working on homework, playing outside, and doing Teaching Projects. The children (and you) will decide what you will do and generally you’ll rotate to do about 3 different things on any given afternoon. Literacy tests and activities will be mandatory choices, made as fun as possible, and throughout your play activities your role will be to support and assist your children, talking all the time. Always review the syllabus and the reflection questions in advance, so you can guide your conversations to the subjects of high interest that week and support your field notes.
- 5:00 Everybody rejoins the group for closing activities, the song, etc.
- 5:30 Dismissal. You sign yourself out, parents or designated adults must sign the children out.

Your purpose is to enjoy yourself and help the children enjoy themselves as they learn. Your playtime is totally focused on the children; your attention and questions help them learn about themselves and others and develop more self-esteem. Your assistance with their reading, writing, and vocabulary activities, their homework and critical thinking games helps them develop cognitive aptitudes and essential literacy skills. Your laughter and self-disclosure in games enriches their lives and makes you approachable. And your teaching projects enhance and enrich their learning.

Cass discussions, readings and field note reflection questions are designed to help you link these teaching practice activities to pedagogy and theory.

### **Some Standard Expectations**

Ed 160 students represent UCI's academic community. As you work with children and adults in this after school setting, and you are models for the children, so you must **exercise extreme social discretion and careful decision-making** and **demonstrate courtesy, patience and respect for the host community's social conventions**. This means that you understand that the attire that's acceptable at UCI might be too suggestive or casual for "**adult role models**" at the school (specifically - **no bellies or cleavage showing, no questionable slogans or logos on clothes, nor gangbanger styles**). It means that you must **exercise care with your language** and be attentive to security issues surrounding children these days. **Never leave campus with a child or isolate yourself with an individual child** where nobody else can see you. If you have any questions about the children's behavior or concerns about outsiders, consult the Site Coordinators or Administration immediately. You'll find that many of your activities require that you exercise independent initiative in reaching out to the children, motivating them and exhibiting enthusiastic support for their progress in a collaborative spirit. Sometimes you'll also have to remind them to behave and follow the rules. As part of our team, you should expect to help with setting up or cleaning up and assisting the Site Coordinator or school administrators when they ask for your help in handling special projects. **Helping to set up the site and clean up** each afternoon is your responsibility. **You must sign yourself in and out and indicate the hours you attended.**

### **FIELD NOTE GUIDELINES**

Make your field note observations as descriptive and detailed as you can. The more colorful and clear they are, the more the reader can visualize what you're describing (include your sense perceptions - what you saw, heard, smelled, and felt). Be sure you have used your computer's spelling and grammar checks so that poor writing doesn't distract the reader. Include your own reactions to events - the thoughts, emotions and questions that occurred to you at the time. It's all right to speculate and to try to interpret what you're seeing (as long as you recognize that you're just guessing, based on your own experiences). Be sensitive to your own bias and avoid stereotyping or prejudging the children. Include actual quotations from them and describe changes in their expressions, voices and temperament as the afternoon progressed. In other words, go beyond the "who, what, where, when" of reporting to try to convey the "how" and the "why" behind the children's behavior. When you reach the **reflection question** of the Field Note Template, be sure to have read the assignment completely and organized your thoughts from the reading, class lectures and discussions on the subject, and what you've observed at the Club. This is the most important (and heavily weighted) question of the field notes. Here is how the field notes will be graded:

- 1. Header (1 point)** Ex. Charlton, 9/24, Field note 3
  - Your complete name on the first (subject) line
  - Date of your fieldwork experience and field note number
  - Your children's full names and ages/grade levels
- 2. Description of the children's interactions with you and their general behavior. (3 points)**

We are particularly interested in how your activities affected the children and your interactions (not so much a moment-by-moment list of what you did). What did you learn

about your individual children today? How did you find yourself relating to the children and their behavior? What did they enjoy most about their interactions with you? What impressed you most or concerned you most about your children? What do you want to learn more about? What will you do differently next week?

**3. Reflection Question— Answer the weekly reflection questions below (6 points).**

**MOST IMPORTANT...TURN FIELD NOTES IN BY EMAIL WITH 48 HOURS OF YOUR VISIT! ONLY THEN WILL YOUR IMPRESSIONS BE FRESH AND DETAILED AND ONLY THEN WILL YOU EARN FULL CREDIT POSSIBLE.**

**Orientation field note 0 (October 5)** What your first impressions of the Cosmic Dimension Club at Wilson? How does what you observed confirm or refute your preconceptions of the way it are you about meeting your children next week? This field note is largely intended to assure us that you attended orientation and you are able to submit your work by e-mail to ed160@uci.edu

**Week 1 activities - Getting Acquainted and Having Fun (Oct 8,12):** Warmup – Inside/Outside circle (for getting acquainted, teaching greetings, oral skills development, learning key information); Human Bingo (same purposes, plus reading) Literacy activity – children and Cyberguides make Cosmic Dimension passports with their favorite numbers and have pictures taken, then interview information goes into the passports, (Student Survey and Technology Survey observations); appointment of cyberpals and cyberguides, Closure – talk circle where Cyberguides and children report the name and one interesting thing they learned about their Cyberpals today (getting acquainted, oral skills, memory challenge).

**Field note 1: Preparation for reflection questions** Interview and interact with your children as much as possible, as informally as possible (don't be filling out the survey identification sheet). Find out what they like least and most, what subjects and activities they enjoy or dislike most in school, what they like best about a friend or teacher, which activities help them learn most, and if they do better alone or in groups. Receive their answers without judgment and be prepared to write about them. Interviewing the children, complete the UCLinks Student Survey and observe what you can for the UCLinks Technology Survey. Be sure, as you complete the Passport Activity together, that you have all of the demographic information UCLinks requires. The children will choose 5 favorite numbers and those will be their passport numbers and Student Ids for the Surveys. Do it all in a playful, non-threatening manner, with lots of praise, high interest and sharing of your own choices. Your observations of your students' technology skills can be done this week and next, then fill out the survey, to be submitted week 3. There will be many technology skills that our children will lack (#4, 9-12 come to mind). Feel free to check "not applicable" next to those.

**Field note 1 Reflection questions:** Please complete the UC Links Student Survey Field Note on form provided and submit by email to ed160@uci.edu.

Hints: Enjoy yourself, share yourself, make eye and touch contact, smile. You'll be talking about familiar things favorite colors, foods, places to go, people – lots of opportunities for you to share your enthusiasm and genuine interest in the children and their lives. Think of yourself as a playmate and friend, not a mentor or wise adult. It's okay to be silly.

**Week 2 (Oct. 15,19) Activities, Pre-Writing Survey:** Warmup - Step-out circle based on Bingo and Inside/Outside Circle information (getting acquainted, oral skills and memory development); Literacy Activity – Writing Survey picture drawing and essay writing (pre-assessment for UC Links); Closure: Picture sharing or picture sharing and essay excerpt sharing in small groups (self-esteem building, oral and reading skills). Upper grades do a read-around and, with guidance provide feedback to the author (1<sup>st</sup> reader: “I like the part where you say...”; 2<sup>nd</sup> reader “I found your comment about .....interesting because...”;3<sup>rd</sup> reader “ What I’m going to remember about your house description is...”). For lower grades, children can describe their houses and Cyberguides can ask these questions of the group in general when each child has finished.

**Week 2 Field note 2 – Preparation for reflection questions** Today children will take a writing survey. Be sure you have all the information you need to fill out the survey cover sheet (from passports, where numbers replace children’s names in surveys. Ask the children about their families and favorite relatives. What qualities do they like about these people? What do they do as a family? What is their house like? Do they have pets? Do they have yards or gardens? Do they play sports and go to practices? How do they spend their time? What are their favorite holidays, occasions or meals? When they have answered these questions, give them the survey sheet on the back of which they’ll draw their houses. On the front they’ll write as much as they can about where they live and what they like to do there. If they’re stuck you can remind them of what you talked about, but you can’t tell them what to write. If they ask for spelling or vocabulary help keep that in mind to report in your field note observations.

**Week 2 Reflection questions, Week 2:** Please complete the UC Links Writing Survey Field Note and submit it by email within 48 hours to [ed160@uci.edu](mailto:ed160@uci.edu).

**Week 3 Activities, Pre-Writing Survey (Oct.22,26)** Warmup – Four Corners on Holidays on Halloween, Thanksgiving, July 4<sup>th</sup>, birthdays (oral skills, getting acquainted – prompts for discussion when they’re in their groups “What do you like most about that holiday? and What was your most memorable time on that holiday?” A Cyberguide in each group reports to the whole group about the discussion). Literacy activity – UC Links Pre-Reading Survey. Upper grades need a discussion about scarecrows and a brief storybook read about them. Lower grades need to do their survey orally, so Cyberguides and Site Coordinators need to work out the logistics involved. Closure – 7-Up.

**Field note 3 Preparation for Reflection Question** Today children will be taking a reading survey. As an opening activity for 4<sup>th</sup> and 5<sup>th</sup> graders, Site Coordinators will do a Mind Map/Cluster activity about scarecrows or read a short story to help the children focus on the concept. Then the children might make little scarecrow bookmarks as decorations (if time permits). After this preparation, they will take the reading survey, assisted by Cyberguides. You can help them with spelling or reading the questions, help them understand the test-taking format (how the questions are organized and suggestions that they read all the answers first) but you can’t supply them with the answers. Make it fun, like a puzzle to solve, let them guess, but make sure it’s their best guess. Then be sure to report on all the help you gave them in your field notes to UC Links.

**Reflection Question, Week 3:** Please complete the UC Links Reading Survey Field Note form and submit it by email to [ed160@uci.edu](mailto:ed160@uci.edu) within 48 hours.

**Week 4 Activities, Multiple/Emotional Intelligences (Oct. 29, Nov.2)** Warmup – Acronym of Halloween to elicit scary story vocabulary (vocabulary, front-loading); Literacy activity – Write a

scary story written and illustrated in cybergroups (advance organizer provided, Cyberguide may write it with children drawing or everybody does it all). Closure - Volunteer from each group shares their story with the class, using the hand/finger story organizer. (both of these activities help children organize stories and find vocabulary as general literacy development)

**Field note 4 Preparation for reflection question-** You have observed your children doing several challenging tasks now. Try to describe their strongest and weakest intelligences (from Howard Gardner's Theory of Multiple Intelligences), identifying concrete examples of how they have approached tasks of different kinds. Also try to describe their emotional intelligence (Daniel Goleman's concept) from your observations. You might want to ask them again what they're good at in school and what is most difficult for them.

**Field note 4 reflection questions** Relate their intelligences to their activities with you and in school in general. Be sure to give evidence to support your observations. It is not enough to just say that the child is strong in mathematical intelligence, for example. What evidence do you have to support this opinion. Submit your field note, following the class format in this syllabus, by email to [ed160@uci.edu](mailto:ed160@uci.edu) within 48 hours.

**Week 5 activities, Teaching as Assisted Performance (Nov. 16-F, 19-M), Teaching Projects**

Warmup - Thanksgiving alphaboxes of things we're grateful for, Literacy project (optional) Illustrated thank you letters or gratitude mobiles for soldiers, parents, teachers or others, Teaching Projects. Closure – acrostic of Thanksgiving done as class as poem on board by Site Coordinators

**Week 5 field notes Preparation for reflection question** Think about a time you have taught your child something new – perhaps a teaching project – and have observed other cyberguides teaching their children.

**Week 5 reflection questions** Connect what you do with the children with assisted learning, Vygotsky's theories about social learning, play, and the ZPD. Describe **what you said and did** to identify the children's prior knowledge and to lead them through the ZPD learning something new and challenging. What forms of scaffolding have you employed and/or observed taking place between the children and their cyberguides at Wilson? Which of the specific scaffolding techniques mentioned in Tharp's article did you use this week? Which have you found most successful? What changes will you try in order to assist student learning in the future. *Be sure to quote and describe in detail what you said and did to lead the children through the ZPD. Be specific.* Submit your field notes to [ed160@uci.edu](mailto:ed160@uci.edu) within 48 hours.

**Week 6 activities (Nov. 26, 30) The Hidden Curriculum and Language Issues, Teaching Projects** Warmup for oral and reading literacy– Reading Chain (grades 4,5), Categories (2,3); Literacy activity – Secret Word (What do you find in school, etc.); Teaching Projects, Closure – children describe projects (oral literacy)

**Week 6 Preparation for reflection ques** This week you're going to connect the Hidden Curriculum issues exposed in Chapters 3, 4 of Nieto to the school experiences your children are having. Consider asking the children some of the following questions: What sort of expectations do their teachers have for them? Where in school do they learn about their culture and language? How does the school approach parents and the community? How do they feel about the tests they must take and how do these tests make them feel? Find out what their teachers and parents say about the tests? Ask them how they know who's smart and who's not (grouping and tracking)?

Explore their self-esteem (tied to their groups, tests or teacher's treatment)? Do they believe they can be successful? Do they know how to achieve the school's goals for them? Are those goals congruent with their families' experiences and goals? Are they congruent with their career expectations? If your children are bilingual - How fluent in English and Spanish are the children and their parents? Do they read and write in Spanish and have Spanish literacy materials in their homes? Have you shared your first and second language experiences with them? What can you do to raise the status of Spanish or the child's first language?

Week 6 reflection question: Discuss the answers your students gave to the questions you asked in relation to the Hidden Curriculum issues as discussed in class and in Nieto. Be sure to include quotations and your interpretations when appropriate. Please submit your field note to [ed160@uci.edu](mailto:ed160@uci.edu) within 48 hours.

**Week 7 activities, Putting It All Together (Dec 3,7)** Warmup – Names on backs (oral literacy); Literacy activity – Read and write around (4-5 grades on “my unluckiest day...”), strip story (2-3 – reading and sequencing); Closure – Sharing best stories, Teaching Projects

**Week 7 reflection questions** Answer *some* of the following questions about your own experiences this quarter, Compare your field notes and experiences early and late in the quarter, trace your growth and changed perceptions, behaviors, beliefs, etc. How has your attitude toward children, socioeconomic diversity, schools or learning changed? What are your wishes for you Wilson children's future and future school experiences? Has your motivation for teaching or parenting changed? What would you do differently or the same again? What advice would you give to a student coming into the program? Please submit your field note to [ed160@uci.edu](mailto:ed160@uci.edu) within 48 hours.