



**UCLA Teacher Education  
Ethnic Studies Pathway**



## LAUSD board votes to add Ethnic Studies to schools' curriculum

Vanessa Romo | November 19, 2014



Supporters of Ethnic Studies rally outside LAUSD headquarters (Credit: Twitter user @Manuel Criollo)

casting the only vote against the measure, after a lengthy and (somewhat) confusing discussion on what the addition of the new subject might entail.

The LA Unified school board last night took the first step in making ethnic studies a required course for graduation by 2019, making it the second district in the country to adopt such a measure.

The resolution, proposed by board members **Bennett Kayser**, **George McKenna** and **Steve Zimmer** passed with **Tamar Galatzan**

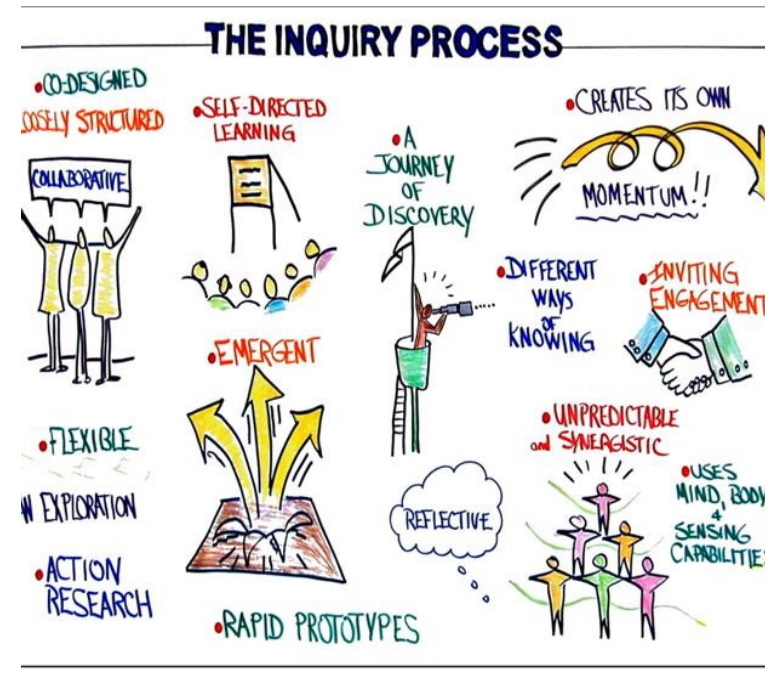
“They asked me to teach Ethnic Studies, saying, ‘you’re Latina! You can teach Ethnic Studies.’ When I asked about what curriculum would be available to me, I was told, ‘Just teach Always Running’.”

How do we prepare K-12 Teachers to teach Ethnic Studies in ways that remain true to the goals and mission of Ethnic Studies?



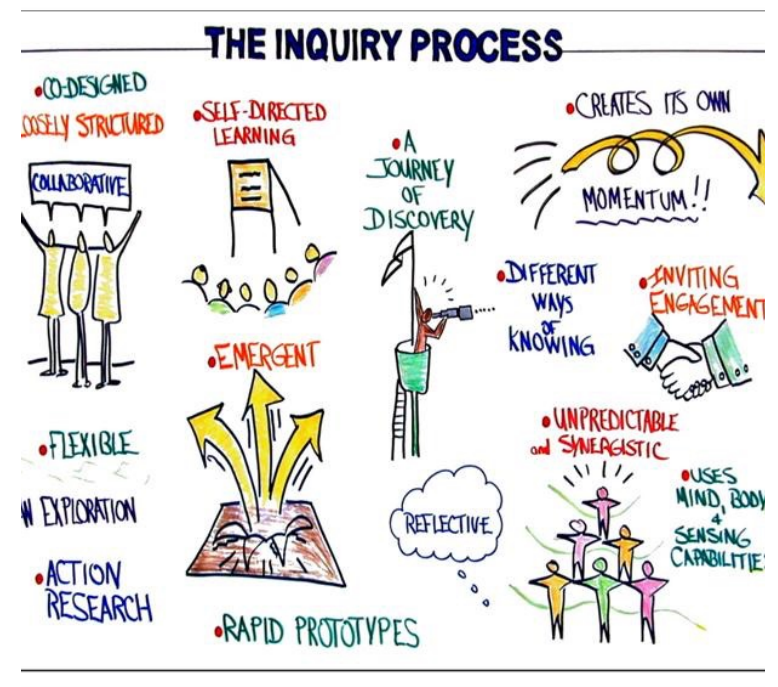
# Ethnic Studies in Teacher Education

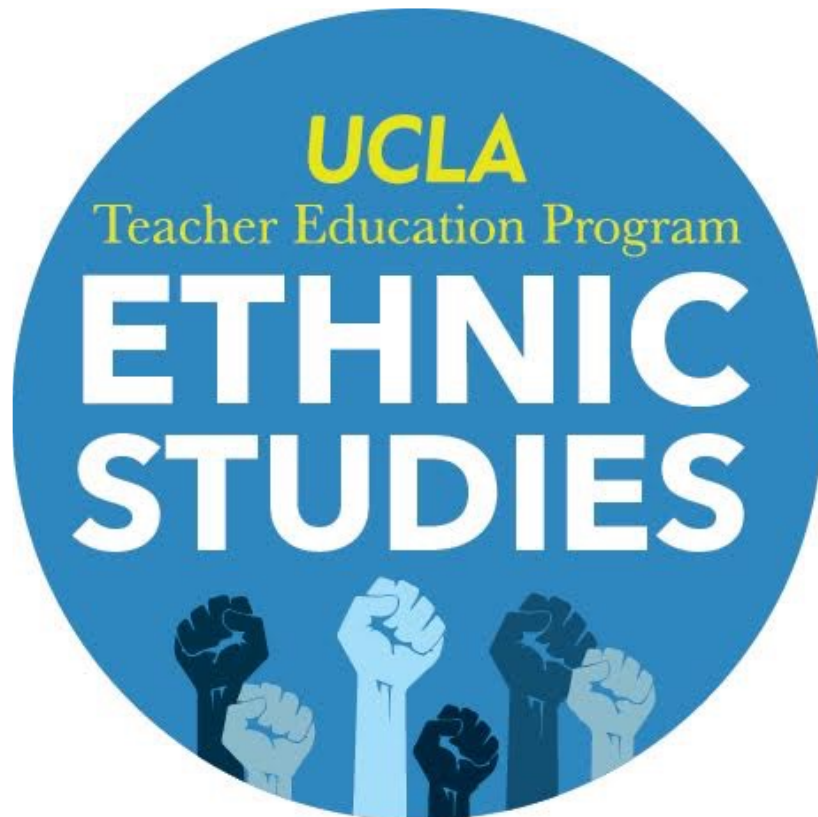
- What does “good” (impactful, effective, transformative) **ethnic studies teaching and learning** look like in a K-12 context?
  - What should a K-12 teacher **know and be able to do** in their classrooms to teach ethnic studies?
  - What are key curricular, pedagogical, relational, and theoretical approaches of a “good” (impactful, effective, transformative) K-12 ethnic studies teacher?



# Ethnic Studies in Teacher Education

- Given what we believe/identify as “good” (impactful, effective, transformative) ethnic studies teaching and learning in a K-12 context...
  - What are the important **programmatic structures** necessary for preparing “good” (impactful, effective, transformative) ethnic studies teachers?
  - What are the curricular, pedagogical, relational, and theoretical approaches of a “good” (impactful, effective, transformative) ethnic studies **teacher educator**?





# Foundational Principles

- **Center Teacher Candidates of Color**
- **Build on the expertise of Teacher Candidates with a background in Ethnic Studies**
- **Ethnic Studies as interdisciplinary and community-oriented**
- **Ethnic Studies as a pathway in TEP rather than separate courses**

# UCLA TEP Ethnic Studies Cohort Timeline

<u>Cohort</u>	<u>Years</u>	<u># Admitted</u>	<u>ELA</u>	<u>SS</u>
Cohort 1	2015-2017	13	8	5
Cohort 2	2016-2018	27	5	22
Cohort 3	2017-2019	20	10	10
Cohort 4	2018-2020	18	8	10
Cohort 5	2019-2021	16	8	8
Cohort 6	2020-2022	20	10	10
Cohort 7	2021-2023	27	15	12
Cohort 8	2022-2024	38	19	19

## Criteria:

- UCLA Ed Minor
- Undergraduate Major or Minor (or significant relevant coursework) in Ethnic Studies, Gender Studies, Queer Studies or related field
- Life Experiences and Commitment toward Ethnic Studies

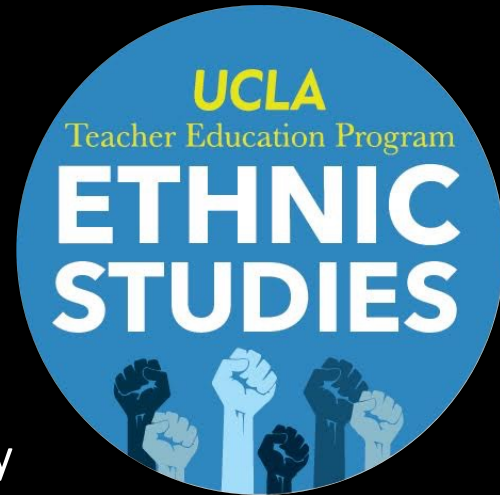
139 Ethnic Studies Teachers

More than 60 LAUSD Schools

- 45+ High Schools
- 17 Middle Schools

45 Additional Teachers  
(Math/science/Elementary)

# UCLA Teacher Education Program Ethnic Studies Pathway



## **Novice/Credentialing Year Coursework (10 Courses)**

Two "enhanced" courses-taught through an Ethnic Studies lens

ED406B Social Foundations and ED407 Educational Psychology

Cohort Courses focused on Ethnic Studies

ED405 A, B, C- Teaching in Urban Schools and ED360 A, B, C- Novice Seminar

Two courses focused on K-12 Ethnic Studies Teaching

- ED321A- Ethnic Studies Pedagogical Approaches for K-12
- ED321B- Ethnic Studies K-12 Curriculum Design

## **Field Work/Student Teaching**

- Field Placement in at least one period of Ethnic Studies
- With a TEP Alumni/TEP Ethnic Studies Alumni Guiding Teacher
- Field Support Protocol using Ethnic Studies Framework and Observation Rubric



# Ethnic Studies Pathway in UCLA TEP

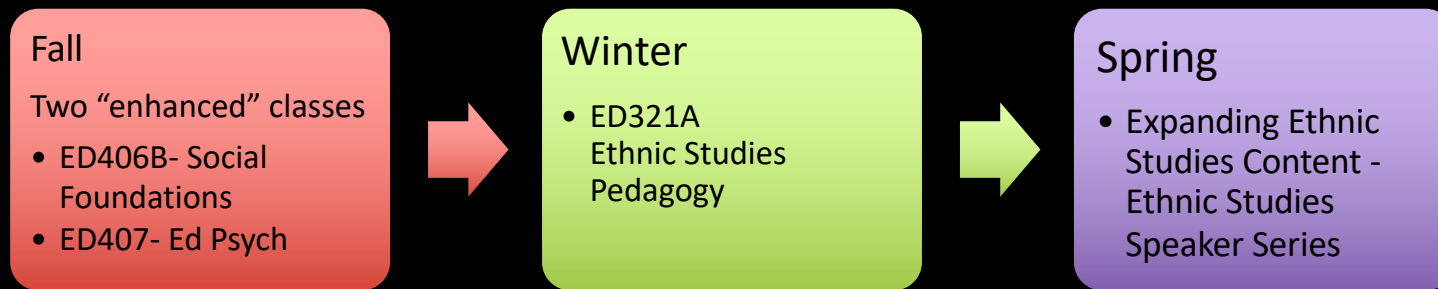
## Resident (Second) Year Components

- Master's Project (Resident Inquiry) Research focused on and connected to Ethnic Studies
- Resident Seminar Courses with a focus on Ethnic Studies
- Curriculum Class and Monthly Curriculum Building Space
- Field Support using Ethnic Studies Observation Tool/Protocol



# UCLA Teacher Education Program – Ethnic Studies Pathway

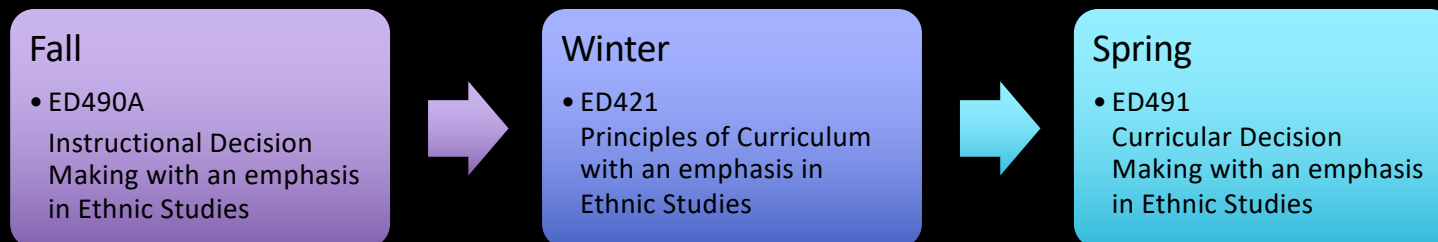
## Year 1- Novice Year (Credentialing Year)



*Each quarter- Novice Seminar courses (Ed405 A, B, C and ED360 A, B, C) with an Ethnic Studies Focus*

## Summer/Fall Course: ED321B Ethnic Studies Curriculum

## Year 2- Resident Year (Master’s Year)



# Dilemmas and Tensions



- Defining Ethnic Studies- especially related to K-12 settings
- Supporting Teacher Candidates with curriculum development for survey courses
- Potential impact of institutionalizing ethnic studies and contradictions between ethnic studies approaches/ commitments and formal requirements of schooling
- Implementing Ethnic Studies in Teacher Ed as a fully integrated Pathway
- Capacity and Sustainability

# Cultivating Communities of Practice with Alumni and ES Teachers

- Summer Webinar Series and PD/Community Spaces for Alumni
- Guiding Teacher Pipeline and Support Sessions
- Curriculum Workshop for Alumni and In-service teachers- collaboration with Institute for American Cultures @ UCLA (combining expertise across UCLA ES departments)





# Communities of Practice For Teacher Education

- Ethnic Studies in Teacher Education Collaborative- UC/CSU Teacher Ed Programs
- Collaborations with UCLA IAC- Social Justice Graduate Research Fellows Program



