



PATHWAYS TO A TEACHING CAREER

updated 3/2012

These worksheets have been designed to assist you as you prepare to follow your path to teaching. There are numerous routes to becoming a teacher - for example - obtaining a teaching certification through an accredited university, obtaining a certification through distance/on-line learning, participating in intern programs and joining national/local teaching programs. This worksheet will assist you in understanding the differences and requirements for each, as well as where you can go for additional information.

In addition to the traditional teacher credential programs, statewide teacher shortage has spurred a growth in alternative programs that ultimately lead to obtaining a California teaching credential. Supported by the California Commission on Teacher Credentialing (CCTC) in collaboration with California school districts and universities, these programs provide alternative routes to help individuals enter the teaching profession.

As previously mentioned, there are various pathways to becoming a teacher. Choosing which pathway is dependent entirely on your situation and interests. Ample opportunities are present in the field of education at UCLA and the neighboring communities. Take the time and explore your options now before graduation. Possibilities in observing teachers in the classrooms, internships, networking, and volunteer work are aplenty at UCLA. You'll find that the earlier you begin your exploration, the better!

In researching the pathways to teaching, evaluate all the different scenarios and speak to people who were involved in the programs. Speaking to people who are already in the field can be beneficial to your career choice because you will get to know the positive and challenging aspects of the nature of the work involved. One great way that you can get to know people in the field is through UCLA's network of alumni; more information can be found on their website: www.uclalumni.net.

There have been numerous changes to the California teaching requirements in the past few years. The UCLA Career Center provides this information as a starting point, and strongly suggests you always check with the school/program you are interested in to confirm their requirements.

CREDENTIAL REQUIREMENTS

In most cases, in order to teach in a public K-12 school in California, you will need a valid teaching credential. There is a sequence of requirements (also known as the two tiers) to receive the authorization to become a fully certified teacher: The Preliminary Credential and the Professional Clear Credential.

Receiving the Preliminary Credential is the first tier and it allows you to teach for a maximum of five years. During that time, additional professional development is required to receive the Professional Clear Credential. The holder of the Preliminary Credential will not be able to continue teaching in California's public schools if those requirements are not met. This worksheet will give you the introductory information to receiving the Preliminary Credential.

TYPES OF PRELIMINARY CREDENTIALS

There are three types of Preliminary Credentials: Multiple Subject, Single Subject, and Special Education.

Multiple Subject Credentials:

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. A self-contained classroom is a one where a teacher teaches all subjects to the same students all day. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom whether it be in preschool, K-12, or in adult classes.

Admission criteria vary by school, but general requirements to gain admission to schools offering Multiple Subject Credentials include the following:

- Complete a bachelor's degree (any major).
- Pass the California Basic Educational Skills Test (CBEST).
- Verify knowledge of the subject by passing the California Subject Examination for Teachers (CSET)
- U.S. Constitution requirement (pass an examination or take an approved university course).
- Take the Graduate Record Examination (GRE): Some schools, but not all, will require this examination.
- Complete a certain number of hours of student contact (student teaching, tutoring, observing).
- Write a Personal Statement.
- Have approx. 3 letters of recommendation.
- Complete necessary fingerprinting/administrative requirements.

Single Subject Credentials:

This certification authorizes the holder to teach a single subject in departmentalized classes such as those in most middle schools and high schools. Teaching with a Single Subject can also be applied to preschool, kindergarten, grades 1-5, and adult classes; however, you can only teach the specified subject that the credential authorizes.

Admission criteria vary by school, but general requirements to gain admission to schools offering Single Subject Credentials include the following:

- ❑ Complete a bachelor's degree (any major).
- ❑ Demonstrate subject-matter proficiency via one of the two methods:
 - Passage of the California Subject Examination for Teachers (CSET)
 - Complete a Commission-approved subject-matter waiver program (more information on this is included later in the packet)
- ❑ Pass the California Basic Educational Skills Test (CBEST).
- ❑ U.S. Constitution requirement (either pass an examination or take an approved university course).
- ❑ Take the Graduate Record Examination (GRE): Some schools, but not all, will require this examination.
- ❑ Complete a certain number of hours of student contact (student teaching, tutoring, observing).
- ❑ Write a Personal Statement.
- ❑ Have approx. 3 letters of recommendation.
- ❑ Complete necessary fingerprinting/administrative requirements.

Special Education Credentials:

This certification authorizes a person to teach children with special needs. Special education teacher preparation program, including student teaching must be completed in the area of specialization. The person holding this credential may work with elementary, junior high, or high school students.

Admission criteria differ by school, but general requirements to obtain your Special Education Credential include the following:

- ❑ Complete a bachelor's degree (any major).
- ❑ Pass the California Basic Educational Skills Test (CBEST).
- ❑ Verify knowledge of the subject by passing the California Subject Examination for Teachers (CSET)
- ❑ U.S. Constitution requirement (pass an examination or take an approved university course).
- ❑ Take the Graduate Record Examination (GRE): Some schools, but not all, will require this examination.
- ❑ Complete a certain number of hours of student contact (student teaching, tutoring, observing).

- ❑ Write a Personal Statement.
- ❑ Have approx. 3 letters of recommendation.
- ❑ Complete necessary fingerprinting/administrative requirements.

Selecting the appropriate credential

Most students are going to pursue one credential, either the single subject or the multiple subject. Keep in the mind that each permit will allow you to teach in a certain setting, but the credential is not typically transferable to different grade levels. Consider your goals and the age of the student you want to instruct as you decide which credential to pursue.

What grade level do you want to teach?	Credential Needed
Elementary school - Kindergarten – 5 th or 6 th grade	Multiple Subject
Middle School - 6 th - 8 th grade (Multiple Subject specific)*	Multiple Subject
Middle School - 6 th - 8 th grade (Single Subject specific)**	Single Subject
Secondary School - 9 th - 12 th grade	Single Subject

* Multiple Subject Specific - Some middle schools hired Multiple Subject Teachers to teach self-contained class periods. For instance, block sessions instruct more than one subject. These classes are often humanities classes such as Social Science, Language Arts and Literature Classes

** Subject Specific - If you wish you to teach specific courses in middle school (for example, math or science only) you will want a single subject credential.

OBTAINING THE PRELIMINARY CREDENTIAL

It is important to note that for the most part, all teacher preparation programs must be done post the baccalaureate degree, and that there is no education major in the state of California.

Types of Credential Programs: You must consider a variety of factors when choosing a teacher preparation program. For instance, location, program options, tuition, and other factors will all play a part in your decision. *The first two pathways are the **preferred routes to completing your credentials as mandated by the State of California.** If you go through these traditional routes, then the beginning teacher salary will be higher than that of the other alternative pathways presented below.* Again, it is strongly encouraged to contact the respective school districts and universities that offer these programs to inquire about program specifics, i.e. requirements, timelines, etc.

1. Graduate School Credential Programs: Those programs allow you to earn a Master’s degree while simultaneously earning the Preliminary Credential. These

programs can be 1 year to 2.5 years in duration, and often contain a student-teaching component. The type of Master's degrees may vary according to the program. Often they are Master's Degree in Education (M.Ed.), Master's of Arts (M.A.) in Education or a Master's in the Art of Teaching (MAT). Many schools require that you take the Graduate Record Examination (GRE) prior to entrance.

- a. While the cost of tuition is the responsibility of the student, certain loan forgiveness programs such as APLE (Assumption Program of Loans for Education) benefit the student. More information on this specific program can be found at www.csac.ca.gov. It is advisable to discuss funding options with a counselor in the program that you desire to pursue.
2. Credential Only Teacher Preparation programs: These programs are typically 9-18 months in duration. The majority of these programs can be found in state programs such as those of the California State University system and private programs like those of Pepperdine University. Some UC schools (including UCLA) offer a credential only program as well. They will prepare you for your Preliminary Credential and will usually have a student-teaching component.
 - a. The CCTC has a complete list of the schools that offer commission-accredited teacher preparation programs. The updated list can be found at <http://www.ctc.ca.gov/credentials/CAW-resources.html> click on the link under the Resources section that reads "Commission-Approved Professional Preparation Programs." For more specific program information and requirements, you should contact the individual schools.

Other Permits that allow immediate entry to teaching:

The following permits can ***only*** be obtained through the hiring employer (school district), and ***only*** after proof of inability of finding an eligible teacher for the position has been supplied to the CCTC. You would not be able to apply directly for these permits through the CCTC, but you may be able to contact the school districts individually to ask about possible openings. Permits are available in each of these areas: Multiple-Subject, Single-Subject, and Education Specialist Instruction. The prerequisites remain the same as other certificates: B.A./B.S. degree, CBEST exam passage, and Subject-Matter Competency/CSET passage. You will not be able to receive any of those permits if you have already been issued five Emergency Permits.

1. ***Provisional Intern Permit (PIP)***: This permit can be provided for a maximum of two years, but it must be renewed each year. It is provided as a solution to anticipated staffing need.
2. ***Short-Term Staff Permit (STSP)***: This permit was created and implemented into effect in order to permanently phase out the substitute teaching (Emergency Permits). It is short term and it is valid for one year. It is provided as means to an acute staffing need, for example, if a teacher is not able to complete a school year,

then the district may hire an individual with an STSP. However, this is a measure reserved as a last resort to districts unable to find a suitable substitute.

Teaching Immediately Upon Graduation

For various reasons, some students opt to start teaching immediately upon graduating with a 4-year degree. Several possibilities allow you to do this!! It is important to weigh the pro's and con's to teaching immediately. It is recommended that you talk with a career counselor/admission officer so you can weigh your options and better understand if this is a good opportunity. The following section details programs that allow immediate access to teaching upon receipt of a 4-year degree.

1. District Intern Programs: An alternative route to obtaining a teaching credential through a certification program is the District Intern program. Sponsored financially by the employing district, this is a tuition-free “teach while you learn” program, typically lasting three to five years and usually contain a student-teaching component. In this program, you will start teaching immediately. You will also receive a beginning teacher’s salary and benefits while attending classes in the evenings and/or weekends in order to receive the Preliminary Credential. Requirements for the District Intern Program vary by the district, so it is strongly recommended that interested parties contact the prospective districts for more information. For information on the Los Angeles Unified District Intern Program visit www.teachinla.com or 213-241-5581. Most districts will offer “district intern programs” so consider the location you would like to be teaching and inquire at that particular districts office for more information.

b. Pre-requisites include:

- i. Complete a bachelor's degree (any major).
- ii. Pass the California Basic Educational Skills Test (CBEST).
- iii. Verify knowledge of the subject by passing the California Subject Examination for Teachers Examination (CSET).
- iv. U.S. Constitution requirement (pass an examination or take an approved university course).
- v. Have approx. 3 letters of recommendation.
- vi. Authorization to work in the U.S.
- vii. Fingerprinting and Health clearance.

c. It is important to note that:

- i. With very little prior training, you start teaching immediately. Consider your experience, knowledge, and ability in the following areas: classroom management, lesson planning, and creation of curriculum.

- ii. There is a teaching commitment after completion in the same district that sponsored you.
 - iii. The teacher development classes are taught through the district and will lead to the Preliminary Credential. However, because they are taught by the district, it might be difficult to transfer those district earned “credits” to another district should you apply for other positions.
- d. Publication in the Career Center Lab that provides you with a complete listing of school districts:
- i. How to Get a Job in Education. 2nd Edition (1995) Levin, Joel. Adams Publishing. Massachusetts.

2. University Intern Program: These programs are similar to the District Intern programs. In general, the prospective teacher applies to the university intern program and once admitted, will receive a University Intern Credential along with a listing of open positions in the cooperative districts. With support and advice from the university, the prospective teacher then applies to those positions, yet will not be able to commence the university program until they have found a teaching position. This program is typically 15-24 months long and usually contain a student-teaching component; you must have subject matter competency prior to applying. The program is also a “teach while you learn” as you will gain classroom experience while you complete the requirements for the Preliminary Credential. Although it is similar to the District Intern program, funding for this program is the student’s responsibility. The courses taught that lead to the Preliminary Credential are usually offered through extension classes at the university. Requirements for the University Intern programs vary by the university offering it. Examples of universities that offer University Intern Programs include the University of California at: Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, and Santa Cruz.

- a. Prerequisites include:
 - ii. Complete a bachelor's degree (any major).
 - iii. Pass the California Basic Educational Skills Test (CBEST).
 - iv. Subject-Matter competency by passage through CSET (Multiple or Single Subject), or through Waiver Programs.
- b. More information on the “TeachLA” university intern program at UCLA can be found at: www.centerx.gseis.ucla.edu/TLA.
- c. It is important to note that:
 - i. With very little prior training, you will start teaching immediately. Consider your experience, knowledge, and ability in the following areas: classroom management, lesson planning, and creation of curriculum.

- ii. It remains your responsibility to contact the prospective hiring districts and set up interviews with them. Student support is available, however not all the time, and it tends to be student-initiated.
- 3. Teach for America (affiliated with AmeriCorps): Teach for America collaborates with various districts across the nation in preparing students into full-time teaching positions, and in preparing these students to obtain their credentials while they are in the program. This program is a two-year commitment in the same classroom with the same school, and participation is contingent on the student's continuation of meeting the hiring district's requirements. There is no previous coursework required and the Teach for America **guarantees** hiring for all members in the program upon acceptance. Thus students earn a full time teaching position including salary and benefits as paid by the districts. The Teach for America program's interests revolve around closing the achievement gap of elementary and secondary school students in low socioeconomic areas. For more information, check this website: <http://www.teachforamerica.org> or contact the local Recruitment Director, listed on the Teach for America website.
 - a. It is important to note that:
 - i. You will be teaching in "high need" areas where resources might be limited.
 - ii. You will receive approx. 6 weeks of intensive training during the summer prior to commencing your actual teaching.
- 4. MATCH corps - an urban education service year in Boston, MA

The MATCH corps program began in 2004 – the first of its kind in the nation. The Corps is a group of recent college graduates who work one-on-one with four Boston high school students each day for an entire year. The service year program is designed to fully close the academic Achievement Gap between minority students and their non-minority peers.

A unique benefit of MATCH corps is the opportunity to live in the heart of Boston for the nominal free of \$50/month. MATCH Corps members received a \$600/month stipend toward living expenses, as well as free health and dental insurance and discounts at local restaurants. For more information visit www.matcheschool.org/WhoWeAre/matchcorps.php
- 5. SCORE! Educational Centers – At the Crossroads of Business and Education

At SCORE! Educational Centers, students in grades K-10 build academic skills, confidence, and goal setting skills in a motivating learning environment. SCORE! Offers talented individuals a career path in operations and management. We are looking for individuals who demonstrate the ability to develop into successful marketers, sales people, and role models for children. Additionally, SCORE! hires academic coaches and instructors on a part-time basis. For more information, visit www.escore.com

6. New York City Teaching Fellows - The NYC Teaching Fellows are people like you - who have decided to change their lives and teach in the schools that need teachers most. Almost none of them had teaching experience before joining the Fellowship. Having passed through a rigorous selection process and trained in an intensive pre-service program, about 7,500 of these talented individuals are currently teaching in New York City's public schools. At the same time, each is pursuing his/her own education through a subsidized Master's degree program. Fellows also benefit from A regular teacher's salary and benefits; Ongoing support at the school and region levels; and a network of like-minded professionals committed to educational excellence for New York City's students. For more information, visit www.nycteachingfellows.org

7. Teaching Overseas - Exciting opportunities in teaching English are plentiful in other countries!! With your bachelors degree you are eligible to teach in many countries – including France, Japan, Latin America, Korea and Tawain! Various certifications and/or Masters degree's will increase your chance of getting hired and increase your salary. Please refer to the additional handout “Teaching Abroad” for more in-depth information. This handout is also available at the Study Abroad & Internship Office at the UCLA Career Center (Strathmore Building)

8. Substitute Teaching - Substitute teaching is a great opportunity to get into a classroom and gain some valuable hands-on experience. Requirements include: a 4-year degree (any major) and a passing score on the CBEST. Different districts may have additional requirements. You will need to apply to each district you want to be a substitute teacher for.

9. STAR Education - Science, Theatre, Arts & Recreation (STAR), is a non-profit educational enrichment company. STAR was created by experts to make public schools a one stop place for each family. STAR classes and programs are designed to encourage kids to explore, grow, encounter the world, and expand their cultural base. STAR works together with superintendents, principals, teachers, parents and community groups to create amazing enrichment opportunities for children and teenagers. For more information, www.starinc.org

10. Americorps – Offers opportunities for Americans to serve their communities in the areas of education, children and youth, community development, public health, and hunger and homelessness. www.americorps.org

 11. City Year – National Service program that unites diverse groups of young people, aged 17-24 for a year-long community service program. Projects range from running after-school programs to teaching social issues curricula. www.cityyear.org
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TEACHING IN PRIVATE SCHOOLS

Most private schools do not require that you hold a teaching credential. Requirements are usually a Bachelor's Degree and some experience teaching or working with children. Here are a few sites with job listings in private and independent schools:

Council for American Private Education - This site includes information on teaching in Private schools. Also has links to job banks for various private schools in the country. [Http://www.capenet.org/teach.html](http://www.capenet.org/teach.html)

National Association of Independent Schools – Contains information on teaching in Independent Schools as well as links to job listings. <http://www.nais.org>

Carney, Sandoe & Associates is a recruitment firm for private and independent school teachers and administrators. <http://www.carneysandoe.com>

Federal Bureau of Prisons – Opportunities to teach in correctional facilities. Does not require a teaching credential. Bachelor's Degree and some experience required. Salaries start at \$50,000. <http://www.bop.gov>

EXAMINATIONS

CBEST (California Basic Education Skills Test) - Demonstration of proficiency in reading, writing, and mathematics. www.cbest.nesinc.com.

CSET (California Subject Examination for Teachers) - Demonstration of subject-matter competence for Single and Multiple Subject Teaching Credentials. For your consideration, scores for this exam are valid for five years from the date the exam was taken. www.cset.nesinc.com.

GRE (Graduate Record Examination) - Some graduate schools will require you take this test for admission. The General Exam is composed of verbal, quantitative and analytical writing sections. Most schools require the General Test, not the Subject Tests. Check with your schools to confirm. For your consideration, scores for this exam are valid for five years from the date the exam was taken. www.gre.org.

RICA (Reading Instruction Competence Assessment) - Demonstration of knowledge and skills necessary for effective teaching of reading. This exam is a requirement only for the Multiple Subject Credential. www.rica.nesinc.com (this test is typically required when you begin teaching, not for admission to the graduate/credential program. There are some graduate/credential programs that provide a preparation course to take this exam)

Test registration booklets are available at 1009 Moore Hall in the Office for Student Services and the UCLA Career Center (2nd floor)

<p>Recommendation: Take the examinations summer of your junior year so that they are ready when you want to apply during your senior year!</p>

WAIVER PROGRAMS

Waiver programs verify knowledge of the subject to be taught from completing specific courses. Completion of a waiver program will waive you from taking the California Subject Examination for Teachers (CSET). Waiver programs at UCLA only exist in Math, English and Music. In some cases, it is possible to contact a Community College counselor and inquire about additional waiver programs (in other subject areas), and they can assist you in taking the appropriate classes.

For the Single Subject Teaching Credential:

- Mathematics Waiver program - For more information, contact the Math Department:
Connie Jung (connie@math.ucla.edu) at 6356 Math Sciences.
(310) 206-1286

- Music Waiver Program - For more information, contact the Music Department:
Vicki Lind (vlind@ucla.edu)
(310) 206-1083

OPPORTUNITIES AT UCLA

UCLA California Teach – The California Teach initiative encourages new UCLA students interested in science, math or engineering to consider teaching as a career, offers courses to help students become great teachers, and provides financial support for their education. Elements of California Teach include: Paid field experiences in the classroom, seminars on teaching and education, and information on financial incentives. www.college.ucla.edu/cateach

Science Teacher Education Program (STEP) (<http://www.nslc.ucla.edu/step/>) If you want to be a science teacher, you can start working toward your Credential and Masters degree while still an undergraduate!! This program seeks to prepare high quality science majors for teaching careers at the secondary level, in public urban schools. It offers teaching credentials and a Master's of Education (M.Ed.). During your senior year, you would begin taking courses through the UCLA Graduate School of Education & Information Studies in order to receive your preliminary teaching credential. The following fall you would begin to teach full time in a fully paid position in a middle school or high school that are partnered with UCLA. This teaching is done under the supervision of a Science-Education Team Faculty Advisor. During your first year of teaching you return regularly to the UCLA campus for seminars and at the conclusion of the year, you receive your Masters Degree in Education. For more info, contact Matt Fox (CaTeach@ucla.edu) at 1039 Young Hall. (310) 794-2191.

Joint Math-Ed Program: <http://www.math.ucla.edu/mathed/> If you want to be a Math teacher, you can start working toward your Credential and Masters degree while still an undergraduate!! The Math-Ed Intern Program is a joint program of the Mathematics Department and GSEIS (Graduate School of Education and Information Science). For mathematics majors who are considering secondary teaching, the Math-Ed Intern Program provides a direct and financially attractive route to a teaching career. Senior mathematics majors who are accepted into the Math-Ed Intern Program begin taking teacher-education courses in their senior year. The following year they are employed as full-time mathematics teachers with full salary in nearby school districts that have collaborative relationships with UCLA, and they return regularly to the UCLA campus for seminars. For more information, contact Connie Jung (connie@math.ucla.edu) at 6356 Math Sciences (310) 206-1286.

Minors

Science Education Minor (expected Summer 2012)

The Science Education minor is designed for students who wish to become middle school and high school science teachers. The minor provides the broad general science background included in State subject-matter credential examinations, selected course work required for entry into a variety of post-baccalaureate credential programs, and field experiences in the development, management, and teaching of science laboratory instruction in grades 7 through 12 including Advance Placement. The minor will also be attractive to students who plan to teach as graduate students in their disciplines.

Please contact Matt Fox at CaTeach@ucla.edu for more information.

Education Studies Minor (<http://www.gseis.ucla.edu/edminor/>)

For those students interested in learning more about many professional research issues confronting educators; understanding the complex interactions between the legal, social, political and economic forces which influence and shape educational policies in America. Examples of classes in education offered at UCLA include:

University Elementary School: This Internship Program offers UCLA undergraduates an opportunity to work with teachers and children at Corinne A. Seeds University Elementary School. Each intern spends 10 hours per quarter as an instructional assistant in a UES classroom. Interns work both with individual children and small groups, and have the opportunity to work closely with their mentor teacher. For more information, please contact Darlene Doto at darfish@ucla.edu

Career Based Outreach Classes: These *elective* classes offer an amazing opportunity for college students to mentor high school students in making them proficient and efficient learners. For more information contact the education minor counselor Sergio Ramirez (sramirez@gseis.ucla.edu) in the Office of Student Services in the Graduate School of Education and Information Studies at 310-825-8326. You may also find out more

specific information on the Early Academic Outreach Program's (EAOP) website at <http://www.eaop.ucla.edu>.

High School Advising Program (HSAP) - The High School Advising Program (HSAP) was created with the intention of assisting selected high school students from low socio-economic communities in college preparation. For more information, <http://www.eaop.ucla.edu>

Teaching English as a Second or Foreign Language (TESFL) - <http://www.humnet.ucla.edu/humnet/tesla/tesfl/>

The program is especially suited to students who wish to go abroad to teach English either independently or as part of a sponsored program after finishing their undergraduate degree. The minor is also well suited to students who wish to pursue graduate studies in Teaching English as a Second or Foreign Language and Applied Linguistics.

UCLA BruinCorps – a branch of AmeriCorp, UCLA BruinCorps has opportunities for UCLA students to serve in their communities. After serving a specified number of hours (300, 450, or 900) mentoring children, members receive an educational award from the Corporation of National Service. These rewards can be used for educational purposes. UCLA BruinCorps consists of two programs:

1. UCLA America Reads – seeks to engage UCLA students in providing one-on-one or small groups tutoring and academic mentoring services to children in kindergarten through 5th grade and in community based organizations in Los Angeles.
2. Jumpstart Los Angeles – pairs UCLA students to work one-on-one building school readiness skills with a young child who is struggling in preschool.

For additional information on these programs – www.saonet.ucla.edu/sao/bruincorps/index/html

Student groups at UCLA – student groups can be a great way to get involved and get some hands-on experience in teaching students of all ages and backgrounds. For more information about student groups, consult with their website at www.studentgroups.ucla.edu. There are over 500 student groups on campus! Some of these undergraduate student organizations offer students opportunities to immerse themselves in the field of education. Students are bound to find plenty of positive growth, having enriching experiences, and possibly creating long lasting friendships in these student groups. The following is a partial list of student groups:

- Project Literacy – Project Literacy’s mission is to battle the problem of illiteracy in Los Angeles communities with limited financial and social service resources while also providing UCLA students with a deeper understanding of the social problems which surround them. Project Literacy aims to end illiteracy in the communities that they serve so that they may assist in enabling the learners to attain greater educational, social, and economic advancements in today’s society.
 - Project S.E.T – Project South-Los Angeles Evening Tutorial aims to educate and empower both the South Los Angeles and UCLA communities.
 - Project WILD – Project Working for Immigrant Literacy Development seeks to assist students from Asian and Hispanic backgrounds with their transition to the USA by serving as tutors and mentors.
 - Student California Teachers Association (SCTA) – UCLA Chapter: SCTA at UCLA consists of college students pursuing careers as educators. SCTA provides opportunities to address the broader aspects of education such as technological advances, governmental policies and issues, social issues and philosophical controversies. They are the student branch of the California Teachers Association (www.cta.org) and the National Education Association (www.nea.org). Their website can be found at: www.studentgroups.ucla.edu/scta
 - African Education Project: Tutor on weekends at Bursch Elementary. <http://www.studentgroups.ucla.edu/aep/>
 - KASEO – Korean American Students Educational Outreach: Provides tutoring and mentoring services to elementary and middle school students by giving its members and opportunity to interact with youth on academic and social levels. More information can be found at their website: <http://www.studentgroups.ucla.edu/kaseo/>
 - Students for Community Outreach Promotion and Education (SCOPE): To be a good teacher also embodies knowing the various resources out there for prospective students and their parents. SCOPE is an organization designed to provide students with educational experiences about valuable community resources for low-income and underserved children and families while providing families with the necessary information to improve their quality of life. More information can be found at: <http://www.studentgroups.ucla.edu/uclascoped/>
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QUESTIONS ABOUT TEACHING AND/OR CREDENTIALS?

<p>UCLA California Teach 1037 Young Hall 310.794.2191 CaTeach@ucla.edu</p>	<p>Graduate School of Education & Information Studies 1009 Moore Hall (310) 825-8326</p>	<p>Student California Teachers Association (SCTA) - UCLA Chapter www.studentgroups.ucla.edu/scta E-mail: scta@ucla.edu</p>	<p>UCLA Career Center Drop-In counseling Check career.ucla.edu for current times Career Center 501 Westwood Plaza (at Strathmore) Box 951573 Los Angeles, CA 90095-1573 Campus Mail Code: 157308</p>
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Websites and Other Resources:

The California Commission on Teacher Credentialing: www.ctc.ca.gov is a great starting website resource for getting information on certification.

- For specific credential requirements:
<http://www.ctc.ca.gov/credentials/default.html>.
- Information flyer for prospective California teachers:
<http://www.ctc.ca.gov/credentials/brochures/TeacherInfoSource.pdf>

The UCLA California Teach Resource & Advising Center offers many publications that give more information about teaching, credentialing, requirements and public vs. private Schools.

Contact Matt Fox: CaTeach@ucla.edu or 310-794-2191 for additional information/questions.



Interview for Teaching

Teaching jobs are highly valued in our society, and many of our top graduates are dedicating themselves to entering the field of education and making a difference in the lives of our youth. As a result, teaching jobs are becoming more competitive and you must set yourself apart from the crowd during the interview. Practice is essential! Use the sample questions to begin your preparation and visit the Career Center for additional resources.

Sample Questions

1. Please tell us about your experiences teaching/mentoring and what it means to be a teacher.
2. What are your beliefs about student discipline?
3. Describe your style of teaching.
4. What do you plan to be doing in 5 years? What are your career goals?
5. What was your biggest problem in tutoring/mentoring/student teaching? How did you resolve it?
6. What techniques would you use to keep students actively involved and motivated during class?
7. What are the qualities of an excellent teacher? Which of these qualities do you have?
8. Describe what your classroom would look like.
9. How do you individualize your teaching?
10. How do you incorporate technology into the classroom?
11. Why do you want to work in our district?
12. Think of a child who has academic, social or emotional problems. How do you help this student?
13. A student is consistently late to your class. How do you handle the situation?
14. What do you enjoy most about teaching?
15. How do you engage a parent in the education of his or her child?

Questions you might want to ask of them!

If you are serious about teaching in the district where you are interviewing, there are many questions you may want to ask before you accept an offer. Below are some suggestions.

1. What is the teacher/student ratio in your district?
2. Do you encourage teachers to continue their education?
3. How many classes a day will I be expected to teach?
4. Do teachers participate in curriculum review and change?
5. Does your district promote staff development activities and conferences?
6. Does the administration encourage field trips?
7. How are teachers assigned to extracurricular activities? Is compensation provided?
8. What are the prospects for future growth in this community and its schools?
9. Do your schools use teachers aides or parent volunteers?
10. What technology resources will be available to me in the classroom?

TEACHER RESUME

501 Westwood Plaza, Los Angeles, CA, 90095 ♦ 310-555-1212 ♦ Bruin@ucla.edu

EDUCATION

University of California, Los Angeles
Bachelor of Arts, Sociology

June 2009

- ♦ GPA: 3.3
- ♦ Awarded the Chancellor's Service Award

Relevant Coursework: Child Development, Social Psychology of Higher Education, Understanding Gifted Students, and Academic Success in your Undergraduate Experience

TEACHING EXPERIENCE

Project Literacy, UCLA

Sept 2008-present

- ♦ Travel once per week, four hours per week, to tutor a 4th grade student in Watts
- ♦ Assist the student in developing personal learning strategies
- ♦ Review homework, create flashcards, and engage the student in the learning process
- ♦ Consult with teachers and parents regarding student progress and attendance

Undergraduate Section Leader, UCLA

Sept 2008-Dec 2008

- ♦ Led section of 15-students through discussion of course material and review for midterm.
- ♦ Utilized learning theories to create interactive lessons and student-run discussion
- ♦ Assisted students in selecting and writing a 20-page research paper
- ♦ Oversaw the development of a training manual for future section leaders

“Academics in the Commons” Workshop Leader, UCLA

Sept 2008-June 2009

- ♦ Trained to provide educational workshops to fellow undergraduates
- ♦ Presented 4 workshop per quarter, on topics including: “Preparing for Law School,” “Transfer Adjustment,” and “Study Skills”
- ♦ Utilized technology to engage students through visual and interactive learning

Swim Instructor/Lifeguard

Summer of 2008,2009

- ♦ Taught 30-minute swim lessons to students, ranging from 2 years old to adults
- ♦ Presented safety workshops to educate the students on issues including: pool safety, community health, and handling emergency situations
- ♦ Evaluated mastery of techniques for advancement to the next skill level

LEADERSHIP EXPERIENCE

Resident Assistant, UCLA

Sept 2009-present

- ♦ Assisted with the high school to college transition for 90 first-year students
- ♦ Facilitated roommate contracts and effectively handled counseling situations
- ♦ Created 7 active and passive programs per quarter on academics, personal growth, citizenship and community development
- ♦ Awarded Hall of Fame programming award for canned food drive
- ♦ Served as part of a rotating duty team enforcing on-campus housing policy.