

California State University, Stanislaus Department of Liberal Studies (Spring 2011)
Liberal Studies 1000-001: Beginning Field Experience (Lec. 3 units)
Class Meeting: Wednesdays 12:00 – 1:50 PM in C-102
Liberal Studies 1000-Sections 02 to 11: Beginning Field Experience (Disc.)
Deans' Teams/Discussion Group: 1 hour per week
Class Meeting: Wednesdays 2:00 – 2:50 PM in C-102
Beginning Wednesday, February 23, 2011
Dean's Team classroom may be reassigned after the 23rd
Tutoring Hours: 3 - 4 hours per week /30 hours total for the semester –
To Be Arranged between student and the Master Teacher or the school/program
Syllabus copy available at www.csustan.edu/LiberalStudies Secure a copy immediately.
(All information in this document is subject to change.)

General Information of Instructor:

Christy Gonzales

College of Education, Department of Liberal Studies

Office: DBH-300

Office Hours: By appointment only

Phone: 667-3749 (Department) or 667-3163 (Office)

Email addresses: cgonzales@csustan.edu

<http://www.csustan.edu/LiberalStudies>

Syllabus copy: www.csustan.edu/LiberalStudies

Prerequisites: Prior to the first day of class, student will need: proof of California State University, Stanislaus for Liberal Studies Livescan Fingerprinting Clearance from CSU Stanislaus Public Safety and a current medical TB Clearance copy from your private physician or the CSUS health center. **No exceptions. Students will not begin calculating hours before instructors have verified clearances of all the paperwork. Further, students should immediately secure a copy of the class syllabus at www.csustan.edu/LiberalStudies.** Bring all of this paperwork to class on the first day along with your completed Student Questionnaire and Signed Learning Contract from your introductory letter or (pages 6 and 7) of this class syllabus).

Required Texts and Materials: From KIVA Bookstore and/or <http://www.cde.ca.gov>

Reed, A. J. S. & Bergemann, V. (2005). A Guide to Observation, Participation, and Reflection in the Classroom, Fifth Edition.

On reserve at the CSUS Library: Wright, E. (1999). Why I Teach: Inspirational True Stories from Teachers Who Make a Difference

Purchase, download and/or print the English - Language Arts Content Standards for California Public Schools Kindergarten through Grade Twelve—the English Language Development Standards—and the Visual and Performing Arts Content Standards for California Public Schools—all 3 text are available at: <http://www.cde.ca.gov> or at the CSU, Stanislaus Library Reserve Desk for check out.

Also Required:

1. Binder for portfolio with 9 Tab Dividers
2. Memory stick or thumb drive for saving copies of your writing
3. Email address document retrieval is a must. Online resources will require active use for online collaboration, downloading/uploading and printing. Students are required to print or obtain a copy of the syllabus, course assignment and portfolio assignment packets by the first week of classes.

Contents of this Syllabus

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Course Description:

Liberal Studies is the pathway to elementary school teaching. All students in this class are regarded as future teachers who are learning their profession through integrated coursework and field experiences. The purpose of this course is to:

1. Introduce students to the profession of teaching by gaining an understanding of the Liberal Studies major and the Credential
2. Gain practical experience in tutoring and a preliminary understanding of elementary school teaching
3. Reflect on professional development toward the goal of becoming a credentialed teacher.

The course focuses on critical thinking and reflective analysis. The course requirements include a two or three hour a week lecture section, a one hour a week Deans' Team/Discussion meeting **beginning Wednesday, February 23, 2011** and 30 hours total (approximately 3-4 hours weekly) of **Reading and tutoring K-3 children** in a public elementary school setting.

Course Objectives: As a result of completing the requirements of this course, future teachers will:

- Complete university-required clearances for participating in California public schools.
- Identify the Liberal Studies pathway to becoming a credentialed teacher
- Practice effective tutoring in supervised elementary public school environments.
- Understand and demonstrate the ethical and professional responsibilities of an educational tutor and observer
- Understand the impact of varying cultural perspectives on the learning environment.
- Express reflective observation in a constructive written format
- Apply course content and tutoring/observation experiences to the development of your Portfolio according to the California Teacher Performance Expectations (TPE)

Course Requirements: To earn a letter grade, students must perform or complete the following requirements:

1. **Professional conduct is required at all times, both in the university classroom and in the elementary school site placement.**
2. **Choose and secure a K-3 grade placement (only from tutoring sites offered)** and provide proof of signatures for school tutoring due before the February 23, 2011, or consider dropping the course. **(See Christy for ALL site placement copies. I must verify all clearances first!)**
3. **Complete 30 hours** of K-3 classroom tutoring in reading verified by signed tutoring log and observation evaluation appraisal form by on-site teacher or supervisor
4. **Demonstrate Regular Attendance and Punctuality.** Participation and involvement in classroom discussion and activities are vital to the course. Absences (for any reason) will result in a loss of participation grade points. Attendance is mandatory on presentation days!
5. **Listening behavior** is important. Students are expected to be attentive. Studying, reading, cell phone use, phone text messaging or visiting during presentations and/or lectures is inappropriate and will be noted. Students, who need to study, read or visit should do so outside this classroom. **TURN OFF ALL CELL PHONES, IPODS and LAP TOPS!!!!!!**
6. **Complete all class and portfolio** project assignments and other relevant assignments
7. **Complete the Final Presentation**
8. **Develop and submit a Final Portfolio based on class assignments**
9. **Develop and submit a personalized Liberal Studies Individual Education Plan (IEP)** including a concentration
10. **NOT turn in late work** unless previous arrangements have been negotiated with the instructor, and this late request must be in writing. All late work will be penalized a minimum of 20%. Assignments submitted after 1 week late of original due date will not be assessed for any grading points. But will be accepted as fulfilling completion of an assignment.
11. **Recognize the responsibility** to maintain student and school confidentiality in discussions of observations and fieldwork (do not use a student's real name in assignments)
12. **Failure to complete any one of these requirements will result in failure of the course. ALL assignments MUST be completed and submitted to successfully pass this LIBS 1000 course.**

Attendance and Participation

Active participation in all lecture classes and Deans' Team sessions and field experiences is an essential part of the course. Students should arrive on time and be prepared to discuss the assigned material. The Deans' Team will facilitate weekly discussion meetings. Students are to come to the Deans' Team meetings prepared to discuss their tutoring/observations and text questions. Students missing class (class meetings and/or Dean's Team Meetings combined) will result in a loss of participation grade points.

Course grading: (Verification of 30 hours of tutoring is required to pass this course.)

This course is graded A-, B+, B, B-, C+, C, C-, D+, D, D-, F. Grades will be apportioned in the following way:

	<u>Class Points</u>	<u>Portfolio Points</u>
Class Attendance and Participation	100 points	
Final Portfolio Organization/Structure (9 Tabs)		30 points
Chart Integration of "Water" Subject Matter & Summary	60 points	
Complete IEP with Concentration (2 copies)		30 points
California Standards Chart, Summary & Group Presentation	60 points	
School Site Placement, Appraisal, TB and Livescan copies		20 points
Case Study - Final Reflection on tutoring	50 points	
Deans Team Assignments and Activities (6)		30 points
Tutoring Log and observations	100 points	
Other (Portfolio includes table of contents, introduction, summary and web page assignment and descriptions)		20 points
<u>Final Presentation</u>	<u>50 points</u>	
550 total points possible	420 class points	130 portfolio points

Professional conduct is required at all times, both in the university classroom and in the elementary school site placement. Any unprofessional conduct (reported or observed) will result in a failing grade for this course. Students not fulfilling the required number of field experience tutoring hours (30) will not receive a passing grade for this course.

Grades by points:

B+ = 494 -- 484	A = 550 -- 512	A- = 511 -- 495
C+ = 439 -- 429	B = 483 -- 457	B- = 456 -- 440
D+ = 384 -- 374	C = 428 -- 402	C- = 401 -- 385
	D = 373 -- 347	D- = 346 -- 330

COURSE SCHEDULE AND ASSIGNMENTS:

Week 1 – February 2

In Lecture Class

- Philosophy of the Liberal Studies Program
- Introduction: Overview of the class, expectations, assignments and the portfolio process
 - **Collect completed Student Questionnaire and Signed Learning Contract (pages 6 and 7 of the class syllabus)**
- Organizing the Portfolio and setting goals: 1st DT Handout
- **Turn in copies of TB and CSUS livescan clearances (For copy of site placement (once you are cleared), see Christy. Do Not Use the sample form in your syllabus packet.)**
- New Words- New Friends Assignment handout—connect to assigned reading for next week
- **Begin meeting in Deans' Teams on Wednesday, February 23, 2011 from 2:00 – 2:50 pm. Groups and rooms will be assigned by the instructor.**

Week 2 – February 9

In Lecture Class

- Reading: Chapter One of A Guide to Observation, Participation, and Reflection in the Classroom: The Importance of Fieldwork
- Review Problem Based Learning/ CREDE Models for LIBS 1000 instruction and learning
- APA Writing and format strategies
- Tutoring Programs 2:00 —2:50 pm.
- **Begin meeting in Deans' Teams on Wednesday, February 23, 2011 from 2:00 – 2:50 pm.**

Week 3 –February 16

In Lecture Class

- Reading: Chapter Two of A Guide to Observation, Participation, and Reflection in the Classroom: Observing Teachers
- How to Tutor in Reading: "A Tale of Two Schools"
- Effective Tutoring Strategies Through Reflecting, Observing and Changing: 2nd DT handout
- Tutoring Programs 2:00 —2:50 pm.
- **Begin meeting in Deans' Teams on Wednesday, February 23, 2011 from 2:00 – 2:50 pm.**

Week 4 –February 23

In Lecture Class

- **DUE to Instructor – Any/ all outstanding paperwork: Completed and signed Placement Form, TB and CSUS live scan clearances** (for copy of site placements see Christy) (For extra appraisal forms access: <http://www.csustan.edu/LiberalStudies> and look under forms. **All outstanding paperwork is due or student should drop the course.**
- Guest Speaker - Fernando Pena - Multiple Intelligences (utilizing technology - computer and data projector)
- **Meet your Deans Team Leader and Group Member Assignments @ 2:00 pm. in C-102**

In Dean's Team

1. Deans Team Class Orientation
 - Role of the of Dean's Team Leader and expectations of its group members
2. Ice Breaker: Develop a Dean's Team Name for your discussion group
3. Dean's Team Discussion and Activity: Design an English Language Arts lesson together utilizing the eight Multiple Intelligences that you could use with students you are tutoring.
4. Use Multiple Intelligences Lesson Planning Form (DT activity found in assignment folder and the team will complete)
 - In Dean's Team Review any outstanding DT assignments
 - a. Review the process of putting together your portfolio: Use your Discussion Activity Form: Setting goals for your portfolio (Students should share their completed forms handed out the first day of class)
 - b. Review, discuss and complete the Effective-tutoring strategies Activity used in the field observations (Students should share their completed forms handed out the 2nd day of class)

Week 5 – March 2

In Lecture Class

- Reading: Chapter Three of A Guide to Observation, Participation, and Reflection in the Classroom: Observing Classrooms, Schools, and Curriculum
- Review of K-8 Standards English Language, English Language Development and the Visual and Performing Arts Content Standards and begin Group Summary Work
- Bring to Class - K-8 Standards for English Language, English Language Development and the Visual and Performing Arts Content Standards handbooks, your Liberal Studies Program checklist advising guides and your university catalogue.

In Dean's Team

1. Complete group summary work of standards for English, Language Development and the Visual and Performing Arts.
2. Dean's Team Discussion: Discuss and complete the content standard activity sheets (2 front to back) (DT activity found in assignment folder and the team will complete)
3. Check with students and make sure they have syllabus copies, the English - Language Arts Content Standards for California Public Schools Kindergarten through Grade Twelve—the English Language Development Standards—and the Visual and Performing Arts Content Standards for California Public Schools standards from the CDE site: <http://www.cde.ca.gov>
4. Set up current e-mail addresses and exchange with members, leaders and instructors
5. Continue to discuss tutoring strategies D/T members are using at their site placement(s)

Week 6 – March 9

In Lecture Class

- Group Presentations of Standards Charts (English – Language, English Development, and Visual and Performing Arts Content Standards) be sure to bring to Class your Content Standards for English – Language and the Visual and Performing Arts handbooks as resources.

In Dean's Team

1. Dean's Team Discussion and Activity: Discuss and complete the Reflective Observation of Students Form. What are some things you will look for and reflect on when you begin tutoring in the classroom?
2. Individual students should complete group summary work of standards and charts for the English, Language Development and the Visual and Performing Arts for their own portfolios. Include the completed 2 sided summary form and 2 charts (English and Fine Arts) in your portfolio.
3. Continue working on your portfolio development.

Week 7 – March 16

In Lecture Class

- Liberal Studies BA; & Credential Program Information and Review
- Review Teacher Performance Expectations (TPE's)
- Developing an Individual Education Plan

In Dean's Team

1. Dean's Team Discussion: Discuss and complete the Planning and Assessment Reflection Activity Form. Discuss how you plan and access your own tutoring approach. How do you know it works?
2. Discuss and begin to develop with Dean's Team your Individual Education Plan including your concentration.
3. Continue working on your portfolio development

Week 8 – March 23rd Spring Break (No classes this week)

Week 9 – March 30

In Lecture Class

- **"Teaching Across America":** Stories of 4 first year reading teachers
- In-class Review of Individual Education Plans - continued development, question and answer in D/T Group
- Bring to Class - IEP plan developed in your D/T, a University Catalog, Liberal Studies Checklist, all of your K-8 Standard handbooks, transfer evaluations, and any grade transcripts.

In Dean's Team

1. Continue to discuss and begin to develop with Dean's Team your Individual Education Plan including your concentration.
2. Bring your typed Individual Education Plan to share, review and edit.
3. Bring to D/T - University Catalog, Liberal Studies Check List, Parent Brochures for K-8 Standards, transfer evaluations, and any grade transcripts. Begin filling in a check list. Continue working on your portfolio development

Week 10 – April 6

In Lecture Class

- Child Protective Service (CPS) presentation: Responsibilities of the Elementary School Teacher

In Dean's Team

1. Begin planning for "Why I Teach" Presentation. Review and reserve your topic, 1st come first serve, in writing to Christy.
2. Continue working on your portfolios

Week 11 – April 13

In Lecture Class

- Integration of the Fine Arts: “A Touch of Greatness” Video
- Discuss Subject Matter Integration Charts in Class
- Begin Subject Matter Integration Charts
- Bring to class - University Catalog

In Dean's Team

1. Complete Subject Matter Integration Charts with Dean's Team Members
2. Continue Planning for "Why I Teach" Presentation. Groups should have a reserved topic by now.
3. **Case Study will be due to your Deans Team leader (Next Week) on Wednesday, April 20, 2011**
4. Continue working on your portfolio development

Week 12 – April 20

In Lecture Class

- TEACH: Inspiration is the greatest teacher
- Tutoring hours should be close to completion or complete by now.

In Dean's Team

1. Dean's Team Discussion: Discuss portfolio process.
2. **Case Study— DUE** Turn in Case Study/ Final Reflection on tutoring paper to you Dean's Team Leader. Dean's Team Leader will hand in to Christy for grading.
3. Continue working on your portfolio development

Week 13 – April 27

In Lecture Class

- **Final - Dean's Team Group Presentations** on Why I Teach: Inspirational True Stories from Teachers Who Make a Difference.

In Dean's Team

1. Dean's Team Discussion: Discuss portfolio process. Complete, finalize and prepare to turn in all assignments along with your final portfolio project.

Week 14 – May 4

In Lecture Class

- **Complete Final - Dean's Team Group Presentations** on Why I Teach: Inspirational True Stories from Teachers Who Make a Difference.
- **Bring portfolios to class**
- Discuss portfolio process
- Complete, finalize and prepare any outstanding assignments
- Finalize individual portfolio project

In Dean's Team

1. Dean's Team Discussion: Discuss portfolio process. Complete, finalize and prepare to turn in all assignments along with your final portfolio project.
2. **All Portfolios are due on or before, Wednesday May 4, 2011.** Turn in your completed Final Portfolio to room DBH-300 in the Liberal Studies Office anytime **before 3 p.m.** At 3 pm. Christy will collect and remove all turned in portfolios promptly so any late portfolios will be noted and reported as such.

Week 15 – May 11

- **NO CLASS**
- **Graded Portfolios will ready for Student pick up on Thursday May 26 before 12 noon.** The instructor or the Liberal Studies Department is not responsible for portfolios left over the break. You are responsible for prompt pick up of your portfolio, as you will need the portfolio for future Liberal Studies coursework.

NOTE: Course schedule and assignments are subject to change. Additionally, as future teachers, university students should **ALWAYS** conduct themselves as professionals in all interactions with school personnel, students and parents.

Beginning Field Experience

QUESTIONNAIRE

Name _____ **Phone #** _____

Address _____

E-Mail _____ **Date of Birth** _____

Student ID # _____ **Class Level** _____

Major _____ **Concentration** _____

Units Completed _____ **# Units This Semester** _____

Past course work in teacher related areas (writing and/or speaking):
(Explain)

GOALS: Educational:

Professional:

What current educational problem angers, irritates, provokes, enrages, offends, or infuriates you most? Why?

What inspires, sustains, excites, arouses, and encourages you most at the current time? Explain your thinking.

After completing this form, return it to your Instructor by February 2, 2011

LEARNING CONTRACT

Instructions: Read carefully, sign and after completing this form, return it to your Instructor by February 2, 2011—or drop the course. Keep a copy retained in your portfolio for your future reference

I understand that I will be taking an experiential approach to learning about Beginning Field Experience and to developing personal skills needed to function effectively in groups. I willingly commit myself to the following principles and guidelines:

1. I will use the structured experiences in class to learn from. I am willing to engage in specified behaviors, seeking feedback about the impact of my style of behaving on others, and analyze my interactions with other class members in order to make the most of my opportunity to learn.
2. I will prepare for class in advance unless it is impossible to do so, including readings, preparation of materials for discussion and other responsibilities assigned.
3. I may not submit the same exercise or tutoring hours in more than one course in any past, prior or current semester.
4. I understand that my tutoring experience **MUST not occur** in an elementary classroom where the master teacher is related to the CSUS student in any way. (Examples include but are not limited to: parent(s), spouse, CSUS student's children's classroom, in-laws, siblings or any other relatives).
5. I am taking responsibility for my own learning and will not wait for someone else (including my instructor or my Deans Team leader) to "make me grow."
6. When asked to do so (and possibly voluntarily at time) I will describe openly my reactions to what I have read and analyzed in the assigned readings in order that my peers will have information to which they may process.
7. I will experiment with new-to-me behaviors and ideas as a class member, both in and out of class, seek and are receptive to feedback from other class members about my behavior, and contribute verbally to formulating conclusions about experiences in class.
8. I will help others make the most of their learning by:
 - ✦ Providing feedback in constructive ways,
 - ✦ Helping to build the conditions (such as openness, trust, acceptance, and support) under which others can experiment and take risks with their behavior, and
 - ✦ Contributing to the formulation of conclusions about the experiences highlighted in the exercises and assignments.
9. I will use professional judgment in keeping what happens among class members, in the tutoring experiences and on-site observations appropriately confidential.
10. The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.
11. I understand that **all information in this document is subject to change.**
12. **ALL assignments MUST be completed and submitted by the portfolio due date to earn credit and to successfully pass this LIBS 1000 course.**
13. I am accepting responsibility for understanding that any form of Academic dishonesty will result in a course grade of F and or failure of the course.

Signed

TUTORING

PACKET FOR

LIBS-1000

PORTFOLIO

Spring 2011

LIVESCAN/ FINGERPRINTING PROCEDURES (Review Public Safety Handout)

Background Information

The Michelle Westona School Safety Act requires that people having contact with children on a K-12 school site undergo a criminal background check in order to be "cleared" to be in contact with children. This background check is done through the submission of computerized (digitized) fingerprints via a process called "livescan." The clearance goes through the California Department of Justice (DOJ).

There are many courses in this university that require students to observe in classrooms or work with student in a K-12 school setting. According to the Montoya Act, university students in these courses must be fingerprinted via "livescan" and undergo a DOJ background check.

According to California Commission on Teacher Credentialing (CCTC) regulations, when students apply to a credential program at the university, they must submit an Application for Character and Identification Clearance and be fingerprinted again via "livescan" and undergo a background check and be "cleared" in order to take courses and student teach.

Procedures

Therefore, in order to implement these regulations, the Liberal Studies Department and the Department of Teacher Education have implemented the following procedures:

1. LIBS 1000, LIBS 1010, LIBS 2000, LIBS 2010, LIBS 2500, LIBS 3000, EDMS 4100 and EDMS 4150 Courses - Students enrolled in courses requiring work or observations with children K-12 school sites must submit fingerprints via "livescan" and be cleared by the University to work/observe in schools. This procedure needs to be done only once to cover the student for all these courses. (See note below for the process for submitting fingerprints to be cleared by the University.) When these students apply to the Credential Program, they will need to undergo the California Commission on Teacher Credentialing (CCTC) fingerprinting process. Therefore, these students will undergo the process twice.
2. Multiple Subjects, Single Subjects and Education Specialist Credential (Special Education) Program Courses - Students enrolled in credential program courses must submit fingerprints via "livescan" to the California Commission on Teacher Credentialing (CCTC). This is done as part of the application process to each credential program. The Credentials Processing Center Office located in the Dermergasso-Bava Hall, Room 303, will keep a record of students who have applied and been admitted to a Credential Program.
3. Students in any credential program course for Multiple Subjects, Single Subject and Special Education Programs who have not been fingerprinted and cleared through the California Commission on Teacher Credentialing (CCTC) through the application process for the credential program must submit fingerprints to be cleared by the University

University Fingerprint/Clearance Procedures

Students who need to submit fingerprints to be cleared by the University must follow these procedures:

- Go to the Department of Public Safety at the University located in the Campus Services Building.
- Pay Public Safety \$57.00. Public Safety then forwards all paper work to the Department of Justice (DOJ).
- Hours available for livescanning at the Public Safety office between the hours of 8-11 and 1-4. No appointment is necessary.
- For further information feel free to contact the Department of Public Safety at the University at 667-3114 and speak to the fingerprint clerk.

Special note

Some students may have already submitted fingerprints and have been "cleared" through another school district. For example, some students may have submitted fingerprints because of employment as an instructional aide, maintenance, janitor, or other employment or because of volunteering, etc. **Confidentiality laws do not allow those districts to inform the University whether you have been "cleared." Therefore, the district process will not exempt a student from undergoing the process again for "clearance" through the University.** Students **MUST** have California State University, Stanislaus Livescan Clearance.



CALIFORNIA STATE UNIVERSITY, STANISLAUS

LIBERAL STUDIES DEPARTMENT: (209) 667-3749 • FAX: (209) 664-6610
LIBERAL STUDIES: 1000, 1010, 2000, 2010 AND 3000

Completed Placement School Site Declaration Form Due On or Before the 4th Week of Classes

Name of Student Student ID/ SS Number
Student Address
Phone E-mail Date of Birth
Liberal Studies Course # (i.e. LIBS 1000, 1010, 2000, 2010, 3000, etc.) LIBS 1000 Instructor Christy Gonzales
Site Mentor Teacher (Print) Site Mentor Teacher E-mail
School Site Grade/Age/Placement Planned observation hours 30
School Address School District
Attendance Record From To Approximate Number of hours tutored per week
Position: Paraprofessional X Volunteer Other (please specify)

The signatures below verify that the following required elements exist at this placement:

- The university student works directly with elementary aged students (K-3) in a public or private* classroom for a minimum of 30 hours during a semester. (*Please note: private school observation may only count for 10 of the 30 required hours).
The classroom has 25% or more language diversity.
There is a credentialed classroom teacher who works directly with the university student as a supervisor and will verify the hours on the tutoring observation log.
There are opportunities for the university student to meet with the teacher or other staff members to gain more information at the site.
The university student meets one-on-one, in small groups, or with the entire class. The university student works with or observes the same students on a regular basis to view their development progress over time.

Student Signature: Date:
Teacher Signature: Date:
School Administrator Signature: Date:

For Instructors Use Only:

TB Test (Negative) Cleared: Yes No
CSUS Livescan Receipt Received and Cleared by CSUS Public Safety: Yes No
Date of Clearance:
Instructor's signature and/or initials: Date:

(Signatures verify that all above information in this document is in compliance with course requirements)

LIBERAL STUDIES: 1000 Beginning Field Experience
Daily Field Notes, Time Sheet and Observation Log

LIBS 1000 Student Name: _____ School Where Observations Are Completed: _____

Reading/ Tutoring Program (HOST, Minicorp, Classroom Paraprofessional, Classroom Volunteer, etc.): _____ Grade Level(s) of K-3 students tutored/observed: _____

E-mail of Site Teacher(s): _____

Date: _____ Time: _____ Hours Completed: _____

Daily Signature of Teacher(s) verifying the day and time listed above: _____

Be sure to obtain daily signatures and make copies of this DAILY field work time sheet as needed.

TUTORING OBSERVATIONS: Before beginning your day-to-day tutoring reflection include a short paragraph addressing (use the back side of this form or use additional paper if needed):

1. Description of the tutoring/observation setting (Did you work in or observe a one-on-one situation, a small group setting, or the whole class?)
2. Summary of what you did. Be specific.

Then, begin your reflection on your tutoring instruction/observation referencing the reflective cycle below (How did it work? How do you know?) This reflection must include reflections based on a specific content standard(s), questions that go along with the week's readings and discussions in class and in your Deans' Team. (Make copies of this page for daily tutoring usage):

Select:

Describe:

Analyze:

Appraise:

Transform:

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 DEPARTMENT: (209) 667-3749 • FAX: (209) 664-6610
LIBERAL STUDIES: 1000
OBSERVATION/TUTORING PERFORMANCE APPRAISAL

Name of Student _____ Student ID Number _____

Liberal Studies Class **LIBS 1000** Instructor **Christy Gonzales** Student Date of Birth _____

Site Teacher (Print) _____ School Site _____ Grade/Age/Placement _____

Complete School Address _____ School District _____

Attendance Record _____ Number of hours tutored per week _____
 From (Month) _____ To (Month) _____

RATING SCALE: 4 = Always 3 = Usually 2 = Often 1 = Seldom

Midterm Rating **Final Rating**
 (15 hrs. completed) (30 hours completed)

Attendance and Appearance: Reliable, attends regularly and on time. (Consider absences, absences without sufficient notice, and tardiness.) Dresses appropriately for the classroom. (Circle one): Yes No			Comments:
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Conduct & Relationships with Student & Staff: Works cooperatively with the Master teacher, treats others with respect and courtesy, and inspires their student to be respectful and confident.			Comments:
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Initiative, Interest & Quality of Work: Follows established classroom policies and procedures; uses observation time effectively; initiates work activities. Consider extent to which the assignment is accurately, well organized and thoroughly completed.			Comments:
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Sensitivity to Diverse Students: Responds appropriately to diverse cultural, linguistics and learning abilities of students.			Comments:
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Would You Have This Student Back?			Comments:
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General Comments: _____

PERFORMANCE APPRAISAL SUMMARY DISCUSSED WITH THE STUDENT? MIDTERM: YES NO FINAL: YES NO

Signature of School Site Mentor _____

Midterm Date _____

Signature of School Site Mentor _____

Final Date _____

Signature of Student _____

Final Date _____

Signature of University Instructor _____

Final Date _____

**Liberal Studies: 1000 Beginning Field Experience
Community Tutoring Program Contact Information
Revised January 2011**

CERES

AIP & ASES [After School Intervention Program; After School Enrichment Support]

School(s): All Ceres Elementary Schools

District(s): Ceres Unified School District

Grade levels of students: K - 6

Focus subject area of teaching and tutoring: Math and ELA

Contact Name: Roberto Serrato, Assistant Director Education Options Email: rserrato@ceres.k12.ca.us

Address: Educational Options P. O. Box 307, 2503 Lawrence St.; P.O. Box 307., Ceres CA 95307

Phone: (209) 556-1500 Ext: 1554

Fax: (209) 541-0947

ASES—Administrative Assistants; Lucia Hernandez & Shelly Costa: 556-1530

EMPIRE

Capistrano Elementary School

District: Empire Union School District

Grade Levels of students: Grade K-3

Subject area of tutoring: Reading and Language

Contact Name: Dante Alvarez, Principal

Email: dalvarez@empire.k12.ca.us

Address: 400 Capistrano Drive, Modesto, CA 95354-3299

Phone: (209) 521-8664

FAX: (209) 575-0734

Alice N. Stroud Elementary School

School(s): Stroud Elementary School

District(s): Empire Union School District

Grade levels of students: K-3

Subject area of tutoring: Reading and Writing

Contact Name: Susie Bergerson, Kindergarten Teacher

Email: sbergerson@empire.k12.ca.us

Address: 815 Frazine Road

Modesto, CA 95357-0255

Phone: (209) 491-0754

(avoid questionable language or subjects words due to sensitive spam filters in your emails and addresses)

Empire Elementary School

School(s): Empire Elementary School

District(s): Empire Union School District

Grade levels of students: 2-3

Subject area of tutoring: Language Arts

Contact Name: Kathryn Machado, Asst. Principal

Email: KMachado@empire.k12.ca.us

Principal: Chris Schoeneman

Principal Secretary: Caroline Chastain

Address: 5201 First St., Empire, CA. 95319

Phone: (209) 521-2970

MANTECA

Stella Brockman Reading Tutoring Program

School(s): Stella Brockman Elementary School

District(s): Manteca Unified School District

Grade levels of students: K-3

Subject area of tutoring: Reading Language Arts

Contact Name: Candace Espinola, Principal

Email: cespinola@musd.net

Address: 763 Silverado Drive, Manteca CA 95337

Phone: (209) 858-7200

FAX: (209) 858-7202

MANTECA

Brock Elliot Reading Tutoring Program

School(s): Brock Elliott Elementary School
District(s): Manteca Unified School District
Grade levels of students: K-3
Subject area of tutoring: Reading Language Arts
Contact Name: Debbie Ruger, Principal
Address: 1110 Stonum Lane, Manteca CA 95337
Phone: (209) 858-7260 — EXT: 57263 FAX: (209) 825-3332

Email: Druger@musd.net

MODESTO

Sylvan Elementary School

District: Sylvan Union School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Barbara Allen, 3rd Grade Teacher
Venessa Lind, Principal
Address: 2908 Coffee Road, Modesto, CA 95355-1799
Phone: (209) 574-5600

Email: school4bunny7@yahoo.com

Email: vlind@sylvan.k12.ca.us

Tuolumne Elementary

District(s): Modesto Unified School District Office
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Suzanne Sante, Vice Principal
Lupe Robles, Bilingual Language Development Specialist
Address: Tuolumne Elementary, 707 Herndon Rd., 7-12 Curriculum Bldg G, Modesto, CA.,
Phone: (209) 499-1198 (Lupe Robles)
(209) 576-4661 (School)
(209) 338-4459 (Suzanne cell)

Email: Sante.s@monet.k12.ca.us

Email: Robles.l@monet.k12.ca.us

Learning Buddies Program

School(s): Summit Charter Academy
District(s): Chartered through Ceres Unified, Organization is Aspire Public School
Grade levels of students: K-3
Subject area of tutoring: Reading and Writing
Contact Name: Kenny France
Address: 2036 E. Hatch Rd., Modesto, CA. 95351
Phone: (209) 538-8082 EXT: 14131
FAX: (209) 538-1620

Email: kenneth.france@aspirepublicschools.org

Stanislaus Partners in Education

School(s): **Stanislaus County ONLY! Application Required (See Christy)**
District(s): Turlock and Modesto City School Districts
Grade levels of students: K-3
Subject area of tutoring: Reading and Writing
Contact Name: Judy Piscitello, Executive Director
Address: 1100 "H" Street, Modesto, CA 95354
Phone: (209) 238-1766 FAX: (209) 525-4679

Email: spie@thevision.net

Mary Lou Dieterich Elementary School

District(s): Stanislaus Union School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Mary Farinacci, Kindergarten Teacher
Loren York, Principal
Address: 2412 Warm Spring Ave., Modesto, CA 95356
Phone – 550-8400 FAX – 578-1520

Email: MFarinacci@stanunion.k12.ca.us

MODESTO

Shackelford Elementary

District(s): Modesto Unified School District

Grade levels of students: K-3

Subject area of tutoring: Reading

Contact Name: Cecilia Franco-Ball, Principal

Address: 100 School Ave., Modesto

Phone: (209) 576-4831

Email: ball.c@monet.k12.ca.us

TURLOCK

Brown Reading Tutoring Program

School(s): Brown Elementary School

District(s): Turlock City School District

Grade levels of students: K-3

Subject area of tutoring: Reading

Contact Name: Jeff Persons, Principal

Address: 1400 Georgetown, Turlock, CA 95380

Phone: (209) 634-7231 FAX: (209) 668-3584

Email: JPersons@turlock.k12.ca.us

Crowell: Response to Intervention Reading Program (RTI)

School(s): Crowell Elementary School

District(s): Turlock Unified School District

Grade levels of students: K-3

Subject area of tutoring: Reading

Contact Name: Linda Alaniz, Principal

Address: 118 North Ave., Turlock, CA 95380

Phone: (209) 667-0885 FAX: (209) 668-3631

Email: LAlaniz@turlock.k12.ca.us

CSU Stanislaus Mini-Corps

School(s): Throughout the CSU Stanislaus service area

Special Requirements: Must be fluent in Spanish

Grade levels of students: K-3

Subject area of tutoring: Focus on reading

Contact Name: Fernando Pena

Address: Demergasso-Bava Hall, P341

Phone: (209) 667-3259

Email: FPena@csustan.edu

Cunningham Elementary

School(s): Cunningham Elementary School

District(s): Turlock Unified School District

Grade levels of students: K-3

Subject area of tutoring: Reading and Writing

Contact Name: Mr. Jose Perez, Assistant Principal

Al Silveira, Principal

Address: 324 W. Linwood Ave., Turlock, CA 95380

Phone: (209) 667-0794 FAX: (209) 668-3730

Email: JPerez@turlock.k12.ca.us

ASilveira@turlock.k12.ca.us

Dennis Earl Reading Tutoring Program

School(s): Dennis Earl Elementary School

District(s): Turlock City School District

Grade levels of students: K-3

Subject area of tutoring: Reading

Contact Name: Tami Truax, Principal

Address: 4091 N. Olive Ave., Turlock, CA 95382

Phone: (209) 634-1090 FAX: (209)

Email: TTruax@turlock.k12.ca.us

TURLOCK

Julien Reading Tutoring Program

School(s): Julien Elementary School
District(s): Turlock City School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Linda Murphy, Principal
Address: 1924 E. Canal Dr., Turlock, CA 95380
Phone: (209) 667-0891

Email: LMurphy@turlock.k12.ca.us

Medeiros Reading Tutoring Program

School(s): Sandra Tovar Medeiros Elementary School
District(s): Turlock City School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Jennifer Yacoub, Principal
Susan Thomas, Secretary
Address: 651 W. Springer, Turlock, CA. 95380
Phone: (209) 668-9600 FAX: (209)

Email: JYacoub@turlock.k12.ca.us
Email: SThomas@turlock.k12.ca.us
Students will need Student ID card, TB
and Livescan clearance documents

Osborn Elementary School

School(s): Osborn Elementary
District(s): Turlock Unified School District
Grade levels of students: Grades 2-3
Subject area of tutoring: Reading
Contact Name: Susan Fisher, Assistant Principal
Address: 201 N. Soderquist, Rm. 10, Turlock
Phone: (209) 667-0893 (school office) FAX: (209) 668-3910

Email: sfisher@turlock.k12.ca.us

Wakefield Reading Tutoring Program

School(s): Wakefield Elementary School
District(s): Turlock Unified School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Aaron Mello, Principal
Address: 400 South Ave., Turlock, CA 95380
Phone: (209) 667-0895

Email: Amello@turlock.k12.ca.us

Walnut Reading Tutoring Program

School(s): Walnut Elementary Education Center
District(s): Turlock City School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Robin Swartz, Assistant Principal
Mark Holmes, Principal
Brooke Soppe, Kindergarten Teacher
Address: 4219 N. Walnut, Turlock, CA 95382
Phone: (209) 664-9907 FAX: (209) 664-9970

Email: rswartz@turlock.k12.ca.us
Email: MHolmes@turlock.k12.ca.us
BOliver@turlock.k12.ca.us

RIVERBANK

Reading Tutoring Program

School(s): Riverbank Language Academy
District(s): Dual Language Immersion, Public Charter School
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Bill Redford, Director
Address: Riverbank, CA.
Phone: (209) 869-8093 (Office) (209) 678-30049 (Cell)

Email: wredford@riverbank.k12.ca.us
Email: www.riverbanklanguageacademy.org
FAX: (209) 869-7373

STANISLAUS COUNTY

Tutoring Program: Mini-Corps

School(s): Throughout the CSU Stanislaus service area

Special Requirements: Must be fluent in Spanish

Grade levels of students: K-3

Subject area of tutoring: Focus on reading

Contact Name: Fernando Pena

Address: Demergasso-Bava Hall, P341

Phone: (209) 667-3259

Email: FPena@csustan.edu

Project SAFE: Supporting After school For Everyone

School(s): Various After School Program in Stanislaus, Tuolumne & Calaveras Counties

District(s): Ask for list of after school programs

Grade levels of students: K-3

Subject area of tutoring: Reading Language Arts

Contact Name: Danielle Jones, Prevention Program Planning Coordinator

Address: Stanislaus County Office of Education

1100 H Street, Modesto, Ca. 95354

Phone: (209) 238-1365

FAX: (209) 238-4253

Email: djones@stancoe.org

Patterson

Walnut Grove Tutoring Program

School(s): Walnut Grove Elementary School

District(s): Patterson Unified School District

Grade levels of students: K-3rd grade

Subject area of tutoring: Reading

Contact Name: Mr. Charbonneau, Principal

Address: 775 North Hartley Street, Patterson, CA 95363

Phone: (209) 892.5313

FAX: (209)

Email: scharbonneau@patterson.k12.ca.us

MERCED COUNTY

Los Banos

Director of Special Services

Contact Name: Barbara Ward

1777 S. 11th Street

Los Banos, CA. 93635

(209) 827-0120

FAX (209) 827-3552

Cell (209) 587-2461

Email: BWard@losbanosusd.k12.ca.us

**ASSIGNMENT
PACKET FOR
LIBS-1000
PORTFOLIO**

Spring 2011

Final Portfolio Organization:

WHY YOU NEED A PORTFOLIO, AND WHAT IT SHOULD LOOK LIKE

Educator and researcher Lee Shulman (1994) of Stanford University introduced the idea of portfolio development in the early 1990s. According to Shulman, "A teaching portfolio is the structured, documentary history of a set of coached or mentored acts of teaching substantiated by student work and fully realized through reflective writing, deliberation, and serious conversation." Therefore, each portfolio should include representation of the student's ability to integrate studies across disciplines as well as their competencies within those disciplines, demonstrate personal growth, individual skills, and significant experiences as they relate to elementary education. Each portfolio should be professional in appearance and content.

You will be required to purchase a portfolio binder that should be identified with your name, course, and semester on the front and spine of the binder and include in it the following **Bolded Areas: Front inside Pocket – Two (2) typed and stapled COPIES of your IEP**, with your name and concentration. One IEP copy will be removed and kept in the Liberal Studies Office.

PLEASE DO NOT PLACE YOUR ASSIGNMENTS IN PLASTIC SHEET PROTECTORS!

Title page

Introduction to this specific portfolio project.

Table of contents

Tab—1 Personal Identity/ Development as a Teacher, including:

- **Individual Education Plan (IEP) (2 copies) (Course assignment #6),**
- **TB and live scan proof (copies)**
- **Professional Development: All Deans' Team handouts and assignments (Course assignment #5)**

Tab—2 Content Standards

- **California Standards Charts and Summaries (Course assignment #3)**
English-Language Arts
Visual and Performing Arts

Tab—3 Subject Matter Competency (Labeled TAB only)

- Language and Literature
- History and Social Science
- Mathematics
- Science—physical, life, and earth
- Visual and Performing arts—Art, Music, Theater, and Dance
- Physical Education, Human Development, and Health

Tab—4 Field Experience/Service Learning

- **Case Study Review and Reflection on field experiences paper (using field notes) in elementary classrooms. (Course assignment #2)**
- **Tutoring logs, field notes of observations with original copies of your verification site form(s) signed by your master teacher. (Course assignment #1) and**
- **Signed Performance Appraisal**

Tab—5 Diversity (Labeled TAB only)

Tab—6 Technology

- **5 Websites (Course assignment #7)**

Tab—7 Integrated learning

- **Visual and Performing Arts Water Chart and Summary(Course assignment #4)**

Tab—8 California Teaching Performance Expectations (TPE's) (Labeled TAB only)

Tab—9 Summary of main ideas.

LIBS 1000 Portfolio projects are due in the Liberal Studies office on Wednesday May 4, 2011 before 3:00 pm. Students are strongly encouraged to begin work on additional areas of their portfolio. **Be sure to save all of your course work that represents artifacts for subject matter competency.** For the purpose of this course each student's **portfolio will be graded largely on professional appearance, organization, and completion of all assigned material.**

Portfolio Binder Cover, Title Page, Introduction and Summary

Binder Cover: The outside of the binder should include a name and any other identification that would be appropriate. (This is the clear pocket of the portfolio binder). Students should put their name on the spine of the binder too.

Title Page: The title page (first page when opening the binder) should include the title of the portfolio (student will pick or decide), the student's name and the school affiliation.

Introduction: Typically, (the second page) an introduction should present the specific idea or concept of the portfolio and describe the strategy or organization of the portfolio. Because the introduction is clearly identified by its position in the portfolio, it is not labeled. Therefore, it is not necessary to write "introduction" as a title for the introduction page.

Before writing the portfolio introduction, consider:

1. Why is the portfolio important?
3. How does the structure of the portfolio relate to the teaching profession?
4. What do (you) the student want the reader to "get" from the portfolio, and how does your work in the portfolio relate to what you learned over your educational career?
4. What kinds of knowledge did (you) the student gain, and how do you know?
5. Understand that the introduction should change with each Liberal Studies class, (i.e. LIBS 1000, 1010, 2000, 2010, 2500, 3000, and 4960) as you add artifacts.

A good introduction answers these questions in a paragraph or two, previews the contents and the data of your portfolio and gives the reader a firm sense of what was done and why.

Summary: A summary (Tab 9; the last page) is a brief, comprehensive discussion of the contents of the portfolio; it allows readers to review the contents or main points of a portfolio quickly and succinctly. A summary is not a list. Include in the summary only the four or five most important concepts, findings, or implications.

The Liberal Studies Program Portfolio (Course Assignments)

The Course Assignments listed below conform to the **California Teacher Performance Expectations (TPE)** as directed in Senate Bill 2042 and listed in the California Standards for Professional Teaching Profession. Additional Information on SB2042 can be found at the California Commission on Teacher Credentialing web site <http://www.ctc.ca.gov>

The six TPE areas are:

1. Engaging and Supporting All Students in Learning
2. Planning Instruction and Designing Learning Experiences for All Students
3. Assessing Student Learning
4. Creating and Maintaining Effective Environments for Student Learning
5. Understanding and Organizing Subject Matter for Student Learning
6. Developing as a Professional Educator

The assignments listed on the following pages are **due according to the Course Schedule**. ALL final drafts of each assignment are to be included in the final portfolio turned in at the end of the course.

Portfolio assignment that documents the TPE's:

- Engaging and Supporting All Students in Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning

Assignment #1. Tutoring Logs and Observations— You are required to work in classrooms weekly for a minimum of 30 hours total.

By the fourth week of classes (February 23, 2011) every student must submit a completed and signed placement site form, copy of TB Clearance, and verification of fingerprint submission by the University (CSU, Stanislaus Public Safety). After TB and Livescan has been verified and cleared, then see Christy for a placement form. You are required by the university (whether the school district requires it or not) to submit fingerprints to be cleared for working with children through the Department of Justice. You must also submit a TB Clearance that was taken within the last four years. A current copy will be accepted for TB Clearance. TB tests are available for free through the CSUS Student Health Center.

- During the first few weeks of class, several programs are available for tutoring and representatives from the partner programs will present their programs and you will pick and sign up for tutoring during class. The partner programs may require additional training time outside of class. You are responsible for attending all mandatory training for the program of your choice. A signed Placement School Site Declaration Form (**See Christy for a placement form**) will be required in advance of starting your tutoring. Students **CANNOT** begin documenting your tutoring hours before **ALL** your paperwork has been completed, turned in and verified by the schools (with signatures), the CSUS Public Safety department along with a current (Negative) TP Form. (Signed and completed placement forms are due in class on or before).

All written assignments **should be consistent with APA format and must follow the Reflective Cycle model discussed in Reed and Bergemann**. Hours spent in classrooms and observations are to be documented everyday and on the Tutoring/Observation Time Sheet and Logs (included in this syllabus and/or connected to this web site: www.csustan.edu/LiberalStudies . Please be aware of confidentiality and make up a name when discussing your student. These logs must be included in the Final Portfolio.

Portfolio assignment that documents the TPE:

- Creating and Maintaining Effective Environments for Student Learning

Assignment #2. Case Study - Final Reflection on Tutoring

Each student will create a personal case study after completion of the tutoring experience (30 hours of beginning field experience). Write a case study on a student you tutored at the school in which you are currently working. **Using the Reflective Cycle**, describe strategies that you implemented to assist the student's learning. Your paper should include background on the student and analysis and discussion of the process and development in the tutoring experience both for the student and for yourself, as a tutor. What did you learn? What would you change if you had the opportunity to repeat the experience? All written assignments **should be consistent with APA format, cover page, include a clear introduction with a thesis, main body and strong conclusion and must follow the Reflective Cycle model discussed in Reed and Bergemann**. Case study assignment will be handed out by your Deans Team leader. **Case Study is due on Wednesday, April 20, 2011** to your Deans' Team Leader.

Portfolio assignments that document the TPE:

- **Understanding and Organizing Subject Matter for Student Learning**

Assignment #3. California Standards Chart and Summaries

The class will be divided into Deans' team groups and assigned a grade level (K through grade 8) and subject matter (English – Language and Visual and Performing Arts). Groups are responsible for developing a chart that illustrates the learning required of K-8 students at one grade level in both the English— Language **and** the Visual and Performing Arts. In addition to the learning, LIBS 1000 students must include a list of university/college course work needed to gain or develop competency in the English – Language and Visual and Performing Arts subject matter. The California State Standards handbooks explain the details of subject matter requirements (such as grade 2 in Reading or Writing). Groups will discuss the Standards and the course work illustrated on their chart.

For the Portfolio, each student must include a chart for (BOTH) the English Language AND the Fine Arts and the Content Standard Worksheets (complete both sides) handouts.

Assignment #4. Integration of Subject Matter

On the topic of “water,” each Deans Team will develop a (group or individual) cluster chart, which identifies 4 different university subject matter areas of the Visual and Performing Arts that relate to the topic. The subject matter areas of the Visual and Performing Arts include: Art, Music, Dance and Theater. In your Deans Team the group members will then describe and discuss which Visual and Performing Arts Content Standards are being addressed and how they relate.

After completing the group or individual chart and after the group discussion, each student should then individually construct or develop a visual cluster chart or map and develop a summary stating how the cluster chart demonstrates the integration of the different subject matter areas and what specific content standards are integrated and how. In your individual written summary, explain the integration and the different subject matter requirements. List some possibilities for additional K-8 curriculum (subject matter) integration and the specific standards being addressed. **Include both cluster chart and summary in your portfolio.**

Portfolio assignments that document the TPE:

- **Developing as a Professional Educator**

Assignment #5. Dean's Team Discussion-- each week students will meet in a Dean's Team group for one hour to complete the following:

Deans' Team Discussion -

- Starting questions and activities to be discussed at the Dean's Team are listed in the syllabus for each week focusing on the course text and tutoring.
- Students should prepare in advance to discuss these questions during their Dean's Team meeting, as some of the questions are based on work that must be completed in the week prior to the Dean's Team meeting. While students should prepare for all questions or activities, not everything will be covered during the Dean's Team session.
- Bring your completed Tutoring/Observation Time Sheet and Log to each session and to have your Deans Team leader review for completion and/or suggestions for improvement, corrections or enhancements.
- **All Handouts and Assignments (total of 6) completed during Dean's Team are to be included in your Final Portfolio. (Course assignment #5)**

Teaching Presentation -

- Each Dean's Team Group is to develop a short class presentation within their group based on the readings in Why I Teach: Inspirational True Stories from Teachers Who Make a Difference.
- This can address one story that all the Dean's Team members in your group found meaningful, or overall impressions of several meaningful stories, or extending the ideas of the book into the observations made this semester during tutoring.
- The presentation should take 5-10 minutes and might include readings, skits, poster presentations, video, a web page the group developed, or other creative displays.
- Presentations should capture the interest of the class and tell why teachers make a difference in the lives of their students.

Assignment #6. Individualized Education Plan

- Utilizing the information from the University Catalog, California State Standards, transfer evaluations, class transcripts and class discussion, you will develop an Individual Education Plan.
- We will discuss this in class and you will work on this in Dean's Team.
- This plan will be used for future planning of coursework and to facilitate advising as you move toward your goal of teaching.
- **Two typed copies of the IEP are to be included in your Final Portfolio.**

Assignment #7. Create a list of at least 5 websites for educators.

- Briefly describe and summarize what a teacher would find on each site.