LIBS 1010: Beginning Field Experience Examination (LEC)
LIBS 1010: Beginning Field Experience Examination (DIS)
Spring 2009
Wednesday the 18th and the 25th from 4:00—5:59 PM (Class meets only for the first 2 weeks of the semester) in C-122

GENERAL INFORMATION: (All information in this document is subject to change. Always consult your instructor for specifics)
Course Description: Open to Liberal Studies majors with extensive past work in California public schools and proof of current paid or unpaid placement. Students must tutor a child in reading and language arts, in a K-3 public school classroom, with 25% or more language diversity. Allow students to fulfill the Liberal Studies prerequisite, Beginning Field Experience, without university classroom participation. Students complete daily observation logs, assigned papers, personal graduation plan, and portfolio assignments on their own without direct instruction. The Liberal Studies Department provides a syllabus, but no other instruction for this exam course.

Instructor: Christy Gonzales
Office: C 125
Phone: 667-3749 (Department) or 667-3163 (Office)
Email: cgonzales@csustan.edu
http://www.csustan.edu/LiberalStudies

Course Objectives: As a result of completing the requirements of this course, students will:
• Complete University-required clearances for participation in California public schools.
• Understand and demonstrate the ethical and professional responsibilities of an educational observer.
• Practice effective tutoring in supervised elementary public school environments.
• Understand the impact of varying cultural perspectives on the learning environment.
• Demonstrate reflective writing about classroom observations.
• Understand California K-8 Content Standards in Reading and Language Arts.
• Develop a personalized Liberal Studies graduation plan.

Course Requirements: To earn “credit” grade students must:
• Secure placement and provide proof of signatures (Site Placement Form) for tutoring by 3/4/09.
• Complete 30 hours of K-3 classroom tutoring verified by signed Tutoring Log and Observation Evaluations.
• Complete Portfolio Assignment papers and attend CSUS library APA Workshop on Feb. 25th 2009 and receive library verification form.
• Submit 2 copies of an approved personal graduation plan (IEP).
• Submit personal portfolio.
• All assignments must be completed to earn credit in the course.

LIBS 1010 Prerequisites:
• Proof of California State University, Stanislaus Livescan Fingerprinting Clearance by 3/4/09.
• Proof of medical TB Clearance prior to beginning tutoring in the classroom by 3/4/09.
• Consent of instructor
• Email address

Corequisite: LIBS 1014

Required Texts and Materials: From KIVA Bookstore
• Wright, E. (1999). Why I Teach: Inspirational True Stories from Teachers Who Make a Difference (On reserve in the CSU Stanislaus library)
• 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 texts are available at: http://www.cde.ca.gov or at the CSU, Stanislaus Library Reserve Desk for check out.

Also Required:
• Binder for portfolio with 9 Tab Dividers
• Computer disk for saving copies of your writing
• Email address

LIBS 1010 COURSE GRADES
This course is graded with grading option #1, credit/no credit. All assigned work must be completed to earn credit. A “Credit” grade in this course requires 298 points. Late work will be penalized a minimum of 20%. Assigned work is not reviewed or graded in advance.

All assigned work is due along with completed portfolio before or on Wednesday, May 13, 2009 before 12 o’clock noon.

<table>
<thead>
<tr>
<th>Class Assignment Points</th>
<th>Portfolio Points</th>
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</thead>
<tbody>
<tr>
<td>Course papers and assignments (40 points each)</td>
<td>200 points</td>
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<tr>
<td>Final Portfolio Organization/Structure (9 Tabs)</td>
<td>35 points</td>
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<tr>
<td>Tutoring logs and evaluations (based on 30 hours of observation)</td>
<td>50 points</td>
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<td>Portfolio turned in on Time</td>
<td>20 points</td>
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<td>CSUS Library APA Workshop Verification From</td>
<td>15 points</td>
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<tr>
<td>Portfolio Complete</td>
<td>50 points</td>
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<tr>
<td>Individual Education Plan (2 copies)</td>
<td>30 points</td>
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<tr>
<td>School Site Placement, Appraisal, TB &amp; Livescan originals</td>
<td>100 portfolio points</td>
</tr>
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</table>

425 total points possible
LIBERAL STUDIES PORTFOLIO ASSIGNMENT

The Liberal Studies Department requires all majors to develop personal portfolios during their subject matter preparation program. In LIBS 1010, the portfolio project is required for course credit. **Completed portfolio is due on or before Wednesday, May 13, 2009 before 12 o’clock noon.** Each portfolio should include representations of subject matter competency, personal growth, individual skills, significant learning experiences, and personal goals, as they relate to specific areas in elementary education. Each portfolio should be professional in appearance and content.

**PORTFOLIO STRUCTURE**

The following **bolded** items **must be included** in each portfolio:

**Title page**
**Introduction to this specific portfolio project**
**Table of contents**

**Tab—1** Personal Identity/ Development as a Professional Educator (writing assignment #1 and #5 part I)
- Personal Liberal Studies Individual Education Plan (IEP) (including all LIBS major and concentration courses)
- TB and livescan proof (copies)

**Tab—2** Content Standards for California Public Schools (writing assignment #2)

**Tab—3** Subject Matter Competency (Tab only), “indicators of competence” required in the following subject matter areas: (provide an essay of learning in areas without artifacts)
- 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
- Review and reflection on field experiences in elementary classrooms (writing assignment #3)
- Tutoring/observation logs and observation notes
- Tutoring/observation evaluations

**Tab—5** Diversity (Tab only)

**Tab—6** Technology (writing assignment #5 part II)

**Tab—7** Integrated learning (samples of assignments and activities that connect subject matter areas) (writing assignment #4)

**Tab—8** California Teaching Performance Expectations (TPE's) (Tab only)
- Two additional topic areas related to the California Teaching Performance Expectations (TPE’s)

**Tab—9** Summary of main ideas
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, 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?
2. How does the structure of the portfolio relate to the teaching profession?
3. 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, 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 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 following assignments should be consistent with APA format and must follow the Reflective Cycle model discussed in Reed and Bergemann. All papers and assignments are due and will be graded at the same time portfolios are due. Papers should be retained in your portfolio for future use and reference, after they have been graded. You must respect the privacy and confidentiality of the students you observe by using incomplete names or pseudonyms when you discuss specific individuals.

1. **Personal Identity as a Teacher (Place assignment under Portfolio Tab #1)**
   In an organized and well-developed essay, discuss why you want to be an elementary school teacher. Explain the strengths you will bring to your classroom and clarify how you will enhance your areas of weakness for your future students.

2. **Content Standards for California Public Schools (Place assignment under Portfolio Tab #2)**
   In LIBS 1010, the focus is on English and Language Arts Content Standards. After reviewing the standards for all grades, select one grade and explain the details of the English—Language Arts learning required for that grade level. You should design a chart and provide a summary discussing and supporting your chart's conclusions. Include both chart and summary in your portfolio.

3. **Case Study—Final Reflection on Tutoring (Place assignment under Portfolio Tab #4)**
   Utilizing your Observation Analysis Report logs develop a case study on a student you tutored at the school in which you are currently working. Then, 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?

4. **Integration of Subject Matter (Place assignment under Portfolio Tab #7)**
   On the topic of “water,” develop a cluster chart or map, 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. Describe which Visual and Performing Arts Content Standards are being addressed and how they relate.
   
   After completing a visual cluster chart each student should then develop a summary stating how the cluster chart/map demonstrates the integration of the different subject matter areas. In your written summary, explain the integration and the different subject matter requirements. List some possibilities for K-8 curriculum integration and the standards being addressed. Include both cluster chart/map and summary in your portfolio.

5. **Developing as a Professional Educator (Place assignment under Portfolio Tab #1)**
   **Part I:** After developing and/or updating your complete Individual Education Plan (I.E.P.), review the California English-Language Arts Curriculum Content Standards for Students. Consider what subject matter competence in the English—Language Arts areas is essential for the teacher to help students meet these standards. Write a reflection paper about how you will adjust your own IEP (based on what you peruse from the student content standards in the areas of English and Language Arts) to gain competence in teaching Reading and Language Arts to elementary school students.
   
   **Part II:** Create a list of at least 5 websites for educators. Summarize and describe what a teacher would find on each site and how this information would benefit future teachers. (Place assignment under Portfolio Tab #6)
LIBERAL STUDIES: 1010
Placement School Site Declaration Form

Completed Placement School Site Declaration Form Is Due On or Before: March 16, 2009

PLEASE PRINT
Name of Student: ___________________________________________ Student ID: __________________________

Student Address: ____________________________________________________________
Street City State Zip

Phone: (_____)________________________ Email: ________________________________ Date of Birth: ______________

Liberal Studies Course: ☐ LIBS 1000 ☒ LIBS 1010 LIBS Instructor: ________Christy Gonzales __________________________

Site Mentor Teacher: __________________________ Site Mentor Teacher Email: ________________________________

School Site: ____________________________________ Grade/Age/Placement: ______ Planned observation hours: _30 hours_
Full name of school

School Address: _________________________________________________________ School District: ________________
Street City State Zip

Attendance Record: __________________________ Number of hours observed/tutored per week: ________________
From (month) To (month)

Position: ☐ Paraprofessional ☒ Volunteer ☐ Other (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 classroom for a minimum of 30 hours during the semester.
• 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 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 tutors a child (one-on-one), in Reading/ English Language Arts. The university student works with the same student 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: Date of Clearance: __________________________
Certificate of Clearance Confirmation Number: ______________________________________________
Instructor’s signature and/or initials: __________________________________ Date: ________________
(Signatures verify that all above information in this document is in compliance with course requirements)
LIBERAL STUDIES 1010: Beginning Field Experience Exam
TUTOR EVALUATION

Student’s Name: ___________________________ Date: ___________

Attendance Record: ____________________________
From (month) ____________ To (month) ____________

Number of hours worked per week: ______________

**Performance Record**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
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<tbody>
<tr>
<td>Interest in work</td>
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<td>Quality of work</td>
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<td>Reliability</td>
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<td>Conduct</td>
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<td>Appearance</td>
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**Site Teacher’s Remarks**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Supervising Master Teacher (Print)_____________________________ Grade Level __________
Supervising Master Teacher (Signature)_________________________ School ______________

School Address_______________________________________________________

School District_______________________________________________________

1/29/2009
LIBERAL STUDIES: 1010 Beginning Field Experience Exam
Observation Analysis Report log, Daily Field Notes and Time Sheet

(Make Copies for daily tutoring and reporting as needed)

School Where Observations Are
LIBS 1010 Student Name: ___________________________ Completed: ___________________________

Reading/ Tutoring Program (HOST, Minicorp, Classroom Paraprofessional, Classroom Volunteer, etc.): ___________________________ tutored/observed: ___________________________

Grade Level(s) of K-3 students

E-mail of Site Teacher(s): ______________________________________________________________

Date: ___________ Time: ___________ Hours Completed: ___________

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

TUTORING OBSERVATIONS: Before beginning your day-to-day tutoring reflection include a short paragraph addressing (use additional paper if needed and be sure to make additional copies for daily use as 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?)


3. Finally, begin your reflection on your tutoring instruction/observation (How did it work? How do you know?) This reflection may also include reflections based on questions that go along with the assigned course. (Practice using your reflective cycle using the example below. Remember to make copies for daily tutoring usage):

   Select:

   Describe:

   Analyze:

   Appraise:

   Transform:

1/29/2009
LIBS 1010 Observation Log

Name: 

School observed: 

Teacher observed: Grade observed: 

On the following lines you should record each visit to a local school. Your notations must include date, time, classroom subject matter/activity and a signature of the classroom teacher. This completed log must accompany (and hours must match) your Observation Analysis Report Log(s) (See page 7 of the syllabus). (Be sure to make additional copies as needed)

<table>
<thead>
<tr>
<th>Date of observation</th>
<th>Hours</th>
<th>Subject</th>
<th>Teacher signature</th>
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I understand that I will be taking an experiential approach to learning about the Beginning Field Experience Exam course and to developing personal skills needed to function effectively in a tutoring environment. 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 theirs, 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 will not submit the same exercise, activity, alternative assignment, research paper or tutoring hours in more than one course.

4. I am taking responsibility for my own learning and will not wait for someone else (including my instructor) to "make me grow."

5. 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 activities in order that my peers and my instructors will have information to which they may process.

6. 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.

7. I will help others make the most of their learning by: (a) providing feedback in constructive ways, (b) helping to build the conditions (such as openness, trust, acceptance, and support) under which others can experiment and take risks with their behavior, and (c) contributing to the formulation of conclusions about the experiences highlighted in the exercises and assignments.

8. I will use professional judgment in keeping what happens among class members in the experiences and observations appropriately confidential.

9. I understand that ALL assignments must be completed to pass this LIBS 1010 course and that all information in this document is subject to change.

10. I am accepting responsibility for understanding that any form of Academic dishonesty will result in a course grade of No Credit.

Signed

1/29/2009
Beginning Field Experience Exam

QUESTIONNAIRE (PLEASE PRINT CLEARLY)

Name ___________________________ Phone # ___________________________

Address __________________________________________________________________

E-Mail __________________________________________________________________

Soc. Sec. or ID # ___________________ Class Level __________________________

Major _______________________ Advisor ______________________________

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 immediately to your instructor or by February 18th, 2009