LIBS 1010-01: Beginning Field Experience Examination (Lec.)
LIBS 1010-02: Beginning Field Experience Examination (Disc.)
Spring 2010
Wednesday the 17th and the 24th 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: DBH- 344
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 March 10th 2010.
- Students must tutor a child in reading and language arts, in a K-3 public school classroom, with 25% or more language diversity.
- Complete 30 hours of K-3 classroom tutoring verified by signed Tutoring Log and Observation Evaluations.
- Complete Portfolio Assignment papers and attend and complete CSUS library APA Workshop on February 24, 2010 and receive library verification form from the librarian.
- Submit 2 copies of your personal graduation plan (IEP).
- Submit personal portfolio.
- All assignments must be completed to earn credit in the course.

LIBS 1010 Prerequisites:
- Open to Liberal Studies majors with extensive past work in California public schools and proof of current paid or unpaid placement.
- Proof of California State University, Stanislaus Livescan Fingerprinting Clearance by 2/24/10.
- Proof of medical TB Clearance prior to beginning tutoring in the classroom by 2/24/10.
- Consent of instructor
- Email address

Co-requisite: LIBS 1010-02

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


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](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 or portfolio is not reviewed or graded in advance. **All assigned work is due along with completed portfolio before or on Wednesday, May 5, 2010 before 12 o’clock noon.**

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<thead>
<tr>
<th>Class Assignment Points</th>
<th>Portfolio Points</th>
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<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>
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<tr>
<td>Tutoring logs and field notes(based on 30 hours of observation) 50 points</td>
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<tr>
<td>Portfolio turned in on Time</td>
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<tr>
<td>CSUS Library APA Workshop Verification From</td>
<td>25 points</td>
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<td>Portfolio Complete</td>
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<tr>
<td>Individual Education Plan (2 copies)</td>
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<tr>
<td>School Site Placement, Appraisal, TB &amp; Livescan originals</td>
<td>50 points</td>
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<tr>
<td><strong>425 total points possible</strong></td>
<td><strong>325 class points</strong></td>
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**LIBERAL STUDIES PORTFOLIO ASSIGNMENT**

The Liberal Studies Department requires all majors to develop personal portfolios during their subject matter preparation program. In LIBS 1010, a complete portfolio project is required for course credit. **Completed portfolio is due on or before Wednesday, May 5, 2010 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:
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 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:**

- Why is the portfolio important?
- How does the structure of the portfolio relate to the teaching profession?
- 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?
- What kinds of knowledge did (you) the student gain, and how do you know?
- 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.

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**LIBS 1010 WRITING ASSIGNMENTS**

All written assignments should be consistent with APA format and include a cover page, a clear thesis in your introduction, main points in the body of your document, and a clear conclusion. Further, all written assignments must follow the Reflective Cycle model discussed in your Reed and Bergemann text. (The following assignment evaluation indicates the criteria by which your written assignments are evaluated, page 6). All papers and assignments are due and will be graded at the same time portfolios are due. Written assignments are never reviewed or graded in advance of due date.
the portfolio due date submission on **Wednesday, May 5, 2010 before 12 o’clock noon**. Completed papers should be retained in your portfolio for future use and reference, and after they have been graded. You must respect the privacy and confidentiality of the students you tutor 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 that directly discusses and supports 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 and specific content standards 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 and summary directly relate to one another and 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 specific 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 (APA compliant) 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. In other words, how will you adjust or modify your future courses and course work to include continuing education courses to meet the content standard needs of your elementary school students? Be sure to consider future educational learning including continuation course work, professional conferences, credential courses, IEP and/or your graduate approval form.

   **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)

   **Instructor Evaluation of Written Portfolio Assignment**

   **LIBS 1010**

   Name of Writer: _________________  Today's Date: ___ Spring 2010
CALIFORNIA STATE UNIVERSITY, STANISLAUS
LIBERAL STUDIES 1010: Beginning Field Experience Exam

1. Did the writer organize and development their ideas completely? (15 points possible)
   
   _____ Introductions include a clear thesis and preview of structure.
   _____ Body of the paper had clearly developed main ideas.
   _____ Conclusion reinforces the thesis, summarizes and generalizes.
   _____ Paper should include effective transitions throughout.
   _____ Key terms are defined and clarified.

2. Is the depth of analysis adequate? (15 points possible)
   
   _____ Paper includes relevant background and follows the Reflective Cycle model.
   _____ Paper includes analysis of all significant elements of the assignment (writing prompts).
   _____ Paper includes a clear explanation and justification of conclusions.
   _____ There is adequate use of examples and reasoning.
   _____ There is well-supported personal evaluation.

3. Does the writer provide a clear writing style? (10 points possible)
   
   _____ Paper includes complete and correct sentences.
   _____ Correct spelling.
   _____ Correct use of punctuation
   _____ Correct use of APA formatting (double space, correct margins, cover page, etc.)
   _____ Paper (case study) is turned in on time.

Comments/ Areas to work on:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_____ /40 points possible

Signature of the Instructor

One University Circle · Turlock, California 95382
Department: (209) 667-3749 · Fax: (209) 664-6610

LIBERAL STUDIES: 1010
Placement School Site Declaration Form
Completed Placement School Site Declaration Form Is Due On or Before: **March 10th 2010**

**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: _______________  ______________ Approx. number of hours observed/tutored per week: _______

From (month)          To (month)

Position: □ Paraprofessional   ☒ Volunteer   □ Other (specify) __________________________________________

The signatures below verify that the following required criteria/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 an unrelated credentialed classroom teacher who works directly with the university student as a supervisor and will verify the hours on the observation log with daily signatures.
- 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: ______________________

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**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)

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**OBSERVATION/TUTORING PERFORMANCE APPRAISAL**

Name of Student ___________________________________________ Student ID Number ______________________

Liberal Studies Class LIBS 1010   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 __________________________

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<tr>
<th>From (month)</th>
<th>To (month)</th>
<th>4 = Always</th>
<th>3 = Usually</th>
<th>2 = Often</th>
<th>1 = Seldom</th>
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RATING SCALE: 4 = Always 3 = Usually 2 = Often 1 = Seldom

Midterm Rating (15 hrs, completed) Final Rating (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): | Comments: |
| Yes | No |

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: 

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: 

Sensitivity to Diverse Students: Responds appropriately to diverse cultural, linguistics and learning abilities of students. Comments: 

Would You Have This Student Back? Comments: 

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: 1010 Beginning Field Experience Exam
Observation/Tutoring Analysis Report log, Daily Field Notes and Time Sheet
(Make Copies for daily tutoring and reporting as needed)

LIBS 1010 Student Name: __________________________ Completed: __________________________

Reading/ Tutoring Program (HOST, Minicorp, Classroom Paraprofessional, Grade Level(s) of K-3 students

School Where Tutoring Hours Are __________________________
TUTUTORING 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 tutor or observe with the child in 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 the reflective cycle using the example below. Remember to make copies for daily tutoring usage):

   Select:

   Describe:

   Analyze:

   Appraise:

   Transform:

LIBS 1010 Tutoring/Observation Log

CSUS Student Name: ____________________________________________________________

School observed: ____________________________________________________________

Teacher observed: ___________________________ Grade tutored: ________________
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) you’re Observation/Tutoring Analysis Report Log(s) (See page 9 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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**Total hours observed:**

**LEARNING CONTRACT**

Instructions: Read carefully, sign and after completing this form, return the original to the instructor by February 17th—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 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 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) 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 activities in order that my peers and my instructors 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 experiences and 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 assignments must be completed to pass this LIBS 1010 course and that all information in this document is subject to change.

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

Signed

Christy Gonzales                  LIBS 1010/1014

Beginning Field Experience Exam

QUESTIONNAIRE (PLEASE PRINT CLEARLY)

Name ___________________________ Phone # ______________________

CGonzales LIBS 1010
2/15/2010
Complete Address  

E-Mail ___________________________ Date of Birth ___________________________

Student 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 by February 17, 2010