Fall 2009
(40966) LIBS 2000-001: Intermediate Field Experience
(40967) LIBS 2000-002: Intermediate Field Experience (DIS)
Wednesdays 2:30 – 4:30; C 102
Instructor: Kathy Shipley

GENERAL INFORMATION

Course Description: Students observe grades 4-8 classroom environments and analyze observations in discussions and writing, noting student characteristics, teaching styles, and classroom management techniques. This observation-based analysis increases awareness and teaching effectiveness. Fingerprint clearance from Public Safety office on campus and tuberculosis clearance must be completed before the first week of the semester to insure timely placement for field experience. Placements may be limited or unavailable for students with felony convictions. Prerequisite: LIBS 1000 or equivalent.

Course Objectives: As a result of completing the requirements of this course, students will
• Understand and demonstrate the ethical and professional responsibilities of an educational observer.
• Observe and analyze student behaviors and teacher responses in elementary classrooms.
• Observe and analyze assessment strategies.
• Understand alternative approaches to specific curriculum.
• Understand California K-8 Content Standards in Mathematics and Science
• Assess the impact of varying cultural perspectives on the learning environment.
• Analyze teacher strategies in student motivation.
• Reflect upon and adjust Individual Education Plans based on outcomes of this course.
• Identify skills and strategies necessary for integrating curriculum.
• Demonstrate active listening, group discussion and critical thinking skills.
• Produce an Observation Analysis Report that exhibits serious reflective writing.

Course Requirements: To earn a letter grade of “C” or better, students must
• Secure placement for a school observation no later than the class meeting in week #3.
• Complete the state required clearance procedures for participation in public schools*.
• Complete 30 hours of grades 4-8 classroom observation in Science and/or Mathematics verified by a signed Observation Log and Performance Assessment.
• Attend all university class sessions and actively participate in class activities and discussions.
• Complete all assignments with passing grades.
• Submit an approved personal education plan.

Required Forms: LIBS 2000 required forms are available at: www.csustan.edu/LiberalStudies


California State Content Standards available at: http://www.cde.ca.gov/ [Print Math and Science Content Standards for grades 4-8]

Contact Information: E-mail: KShipley@csustan.edu

*LIBS 2000 requires 30 hours of fieldwork in grades 4-8 public school classes taught by credentialed teachers. Before beginning fieldwork, CSU Stanislaus requires (whether a school district requires or not) fingerprints to be cleared by the CSUS Department of Public Safety and a tuberculosis clearance taken within the last four years. LIBS 2000 students who were cleared in LIBS 1000 will not need another Livescan. Please submit a copy of your TB test. This copy will NOT be returned.

Please silence cell phones during class time.
Fall 2009 LIBS 2000 Tentative Course Schedule and Assignments

Week #1  Questionnaire due
Sept.  9  Introduction to the course and fieldwork guidelines

Week #2  Reading: Chapters 1-3
Sept. 16  Group Activity

Week #3  Site Placement Form, Livescan, TB test, and responses for discussion question due
Reading: Chapters 4-6
Sept. 23  Review reflective writing process, APA format,
Discussion question: What do you expect effective teachers to do?

Week #4  Reading: Chapter 7
Sept. 30  Portfolio development, review TPEs, discuss Midterm Performance Appraisal

Week #5  Draft of Portfolio Assignment #1 due
Oct.  7  Peer editing activity

Week #6  Portfolio Assignment #1 and Midterm Performance Appraisal due
Oct. 14  Discuss Portfolio Assignment 2 and Forms 8.2, 17, and 19

Week #7  Oct. 21  IEP activities—aligning LIBS classes with K-8 Content Standards

Week #8  Portfolio Assignment #2 due
Oct. 28  Discuss LIBS advising issues

Week #9  Nov.  4  Discuss Portfolio Assignment #3

Week #10 Nov. 11  No class--Veteran's Day

Week #11  Portfolio Assignment #3 due
Nov. 18  Discuss websites and Portfolio Assignment #4

Week #12  Forms 8.2, 17 and 19 due
Nov. 25

Week #13 Dec.  2  TPE review

Week #14 Final Performance Appraisal, Observation Log, and Portfolio Assignment #4
(Observation Analysis Report) due
Dec.  9

LIBS 2000 Course Grades

This course is letter graded. All assigned work must be completed to earn a passing grade. Assignments are due at the beginning of the class period. No late work will be accepted. The Midterm and Final Performance Assessments and Observation Log are graded credit/no credit and must be completed to pass this course. Paper assignments should be 2-3 pages in length, word processed, and APA formatted. Graded papers should be retained in personal portfolios.

Class participation and attendance 100  points possible
Portfolio papers and assignments #1-3 (50 points each) 150
Activity Assignments (Forms 8.2, 17, 19) (10 points each) 30
Observation Analysis Report (portfolio assignment #4) 100

Course Total 380

A = 342 points; B = 304; C = 266; D = 228

Please note: All work submitted must be your own. Falsification of any documents / assignments will result in failure of the course.
LIBS 2000 Portfolio Assignments

Portfolio assignments are based upon the California Standards for the Teaching Profession (CSTP). Papers must include full name and SID, should be word processed, APA formatted, and follow the Reflective Cycle. Assignments are due at the beginning of the class period on the date listed. No late papers will be accepted. Not attending class is not an excuse for failing to submit papers on time. If you know you need to miss class, papers must be submitted to the instructor on or before the assigned due date. Papers should be retained in your portfolio 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. Creating and Maintaining Effective Learning Environments

Develop a case study on a teacher or a principal at the school in which you are currently working. Using the Reflective Cycle and APA format for your essay, describe strategies the teacher or principal has implemented at the site to create/maintain an effective learning environment for all students. Specifically address strategies that the teacher/principal has used to increase student achievement in the areas of Math and Science.

2. Understanding and Organizing Subject Matter / Planning Instruction

Based on the classroom in which you are currently working, pick a topic students are studying. Using the Reflective Cycle and APA format for your essay, describe how the teacher designs activities to integrate Math and Science across disciplines. Describe which Content Standard(s) is (are) being addressed with the integration. Use specific examples to describe the curricular connections you observe between other disciplines and the Math and Science standards in particular lessons. List additional possibilities for integration of the standards addressed in class “activities.” Be sure to include the subject and grade level you are working with as well as the teacher’s experience in his/her current assignment. Include students’ primary language information.

3. Developing as a Professional Educator

Part I: Review the California Math and Science Curriculum Content Standards for Students. Consider what subject matter competence in the Math and Science areas is essential for a teacher to help students meet these standards. Complete the Content Standards Concepts/Course Content Chart distributed in class.

Part II: Update your Individual Education Plan (I.E.P.) to include Content Standards Concepts. Please submit 2 copies, one for your file in the LIBS Department office and one to be reviewed and returned to you. Your IEP must have a header that includes: your name, SID, LIBS 2000 fall 2009 and the following: This completed IEP is an UNOFFICIAL planning guide. I understand it is my responsibility to monitor and verify my own progress toward completion of my undergraduate degree.

Part III: Create a list of at least 5 websites for educators. Briefly describe what a teacher might find on each site. (This part of the assignment should be filed in the Technology section of your portfolio.)

4. Engaging and Supporting All Students in Learning Assessing Students

Using the Reflective Cycle and APA format, write an Observation Analysis Report about your fieldwork this term. Include reflections about what you have learned regarding Curriculum Content Standards for Students as well as Teacher Performance Expectations.

Observation Analysis Report

An Observation Analysis Report (Portfolio Assignment #4) MUST be completed by the beginning of class on December 9th. Do NOT simply summarize the events you experienced. How has this field experience shaped your philosophy as a future teacher? Reports should briefly identify the school, class, teacher, grade level and curriculum observed and:

- Describe what happened on a regular basis. What did the teacher do? How did the students react? Did learning take place? How are all students engaged and supported in learning? How are students assessed?
- Provide a clear distinction between your feelings and what happened, for example “I liked this class,” and “This teacher was effective because…”
- Discuss implementation of Math/Science Content Standards.
- Reflect on what you learned from your observations about students, planning instruction, effective teaching styles and/or classroom management.
- Evaluate the experience in terms of principles and concepts about K-8 students and teachers in general drawn from the text and class discussions.