LIBS 2010-001: Intermediate Field Experience  
LIBS 2010-002: Intermediate Field Experience (DIS)  
Mondays Sept. 14 and 21 only; 4:01pm; C 212  
Instructor: Kathy Shipley  
Fall 2009  

GENERAL INFORMATION  

Course Description: Open to Liberal Studies majors with proof of current paid or unpaid placements in K-8 public school classrooms with 25 percent or more language diversity. Students with such placements may fulfill the Liberal Studies major prerequisite, Intermediate Field Experience, without university classroom participation. Students complete observation logs, assigned papers, personal education plan, and portfolio assignments on their own without direct instruction. The Liberal Studies Department provides a syllabus, but no other direct instruction or support for this class. 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 2010 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 2010 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 2010 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.
LIBS 2010 Enrollment

To confirm enrollment in this course, please email the instructor at: KShipley@csustan.edu and explain your intent to provide a Site Declaration Form, Livescan fingerprint clearance, and tuberculosis clearance no later than September 23, 2009.

LIBS 2010 Course Grades

This course is graded Credit/No credit. All assigned work must be completed to earn a passing grade. 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio papers and assignments #1-3 (50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Activity Assignments (Forms 8.2, 17, 19 (10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Observation Analysis Report and field notes (portfolio assignment #4)</td>
<td>100</td>
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Course Total: 280
Grade of Credit: 196 points

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

LIBS 2010 Portfolio Assignments

All LIBS 2010 assignments must be submitted at the same time on or before noon on December 9, 2009. A cover sheet for the submission of assignments is included on the last page of this document. Assignments submitted individually will NOT be graded. No late work will be accepted. LIBS portfolios are not submitted or evaluated in this class.

Portfolio assignments are based upon the California Standards for the Teaching Profession (CSTP). Papers must include full name, should be word processed, APA formatted, and follow the Reflective Cycle. Assignments are due 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. (50 points)

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. (50 points)

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 available on the course forms list. (30 points)
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, LIBS 2010 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. (10 points)

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.) (10 points)

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. LIBS 2010 students must include field notes with their Observation Log. (100 points)

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.

LIBS 2010 assignments are due in the LIBS office by noon, December 9, 2009.