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.
- Complete all assignments.
- 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
Liberal Studies Department website: www.csustan.edu/LiberalStudies

*LIBS 2010 requires 30 hours of fieldwork in grades 4-8 public school Math and/or Science classes taught by credentialed teachers. Before beginning fieldwork, CSU Stanislaus requires (whether a school district requires or not)
(1) Livescan fingerprint clearance by the CSUS Department of Public Safety, and (2) a tuberculosis clearance taken within the last 4 years. LIBS 2010 students who were cleared in LIBS 1000 at CSU Stanislaus will not need another Livescan. Please submit a copy of your TB test that will NOT be returned to you.
LIBS 2010 Enrollment

To confirm enrollment in LIBS 2010, 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 March 3, 2010.

LIBS 2010 Course Grades

LIBS 2010 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 Description</th>
<th>Points</th>
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<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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<tr>
<td><strong>Course Total</strong></td>
<td><strong>280</strong></td>
</tr>
<tr>
<td><strong>Grade of Credit</strong></td>
<td><strong>196 points</strong></td>
</tr>
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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 May 24, 2010. A cover sheet for the submission of assignments is available in the Forms section of the LIBS website. No late work will earn points. 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, be word processed, APA formatted, and follow the Reflective Cycle discussed on pages 14-16 in the text. Papers should be retained in relevant sections in your portfolio after they have been graded. Please respect the privacy and confidentiality of students you observe by using incomplete names or pseudonyms when you refer to them in your assignments. You should refer to teachers by their correct names.

1. **Creating and Maintaining Effective Learning Environments for Student Learning**

After observing grades 4-8 Math and Science classes for some hours in the classroom interview a teacher at the school and discuss strategies that s/he has used to increase student achievement in the areas of Math and Science. Using the Reflective Cycle and APA format for your essay, describe strategies the teacher has implemented at the site to create/maintain an effective learning environment for all students. Specifically address strategies that the teacher has used to increase student achievement in Math and Science. (50 points)

2. **Understanding and Organizing Subject Matter for Student Learning**

Based on the classroom in which you are currently working, identify the grade level, subject, students’ primary language information, and the teacher’s experience in his/her current assignment. 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 in the integration. Use specific examples to describe specific curricular connections between Math and Science standards and other required disciplines. Include additional possibilities for integration of standards in class activities. (50 points)

3. **Developing as a Professional Educator**

(Staple each part of this assignment separately.)

Part I: Review the California K-8 Content Standards in Math and Science for grades 4-8. Consider the college courses necessary to cover all of those Standards. Complete the LIBS 2010 College Course/Content Standards Concepts Chart available on the LIBS website course forms list. Be sure to include all required areas. (30 points)
Part II: Update your Individual Education Plan (I.E.P.) to include courses that cover all K-8 Content Standards. Submit 2 copies of this assignment, 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: LIBS 2010 Spring 2010 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: Identify 5 websites for K-8 educators, and for each website include: (1) a copy of the website homepage including address, 2) a written summary of the resources available on the site, and (3) an evaluation of the site resources in terms of value to K-8 teachers. (10 points)

4. Engaging and Supporting All Students in Learning and Assessing Student Learning

Using the Reflective Cycle and APA format, write an Observation Analysis Report about your fieldwork this term. Include reflections about what you learned regarding California K-8 Math and Science Content Standards and the California Standards for the Teaching Profession. Include field notes, Performance Appraisal, and Observation Log with your paper. (100 points)

Observation Analysis Report

An Observation Analysis Report (Portfolio Assignment #4) MUST be submitted by noon on May 24, 2010. Reports should briefly identify the school, class, teacher, grade level and curriculum observed. Do NOT simply summarize the events you experienced. How has this field experience shaped your philosophy as a future teacher? Include the following in your discussion:

* Describe what happened on a regular basis. What did the teacher do? How did students react? Did learning take place? How were all students engaged and supported in learning? How were students assessed?
* Provide a clear distinction between your feelings and what happened, for example “I liked this class,” and “This teacher was effective because…”
* How effectively were the Math and/or Science Content Standards implemented? Explain with examples.
* 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 drawn from the text and class discussions.

LIBS 2010 assignments are due in the LIBS office by noon, May 24, 2010.