California State University, Stanislaus Department of Liberal Studies (Spring 2004)

Liberal Studies 1000-001: Beginning Field Experience (Lec. 3 units)
Class Meeting: Mondays 1:30 - 3:30 PM in C 102

Liberal Studies 1004: Beginning Field Experience (Disc.)
Deans' Teams/Discussion Group: 1 hour per week - Mondays 3:30 - 4:30 PM

Tutoring: 3 - 4 hours per week / 30 hours total for the semester - To Be Arranged
Syllabus Copy available at URL: http://www.csustan.edu/LiberalStudies and
http://www.csustan.edu/TeacherEd/facstf/Wink/Index.html
or a hard copy is available in the CSU Stanislaus Library at the circulation desk.

General Information of Instructors:
Christy Gonzales
Department of Liberal Studies C-125
Office: C125D
Office Hours: Walk in office hours Tuesday 9 to 12 pm. and Thursday 9 to 12 p.m.
Phone 667-3749 or 667-3163 (Office); 668-9358 (Home)
Email addresses: cgonzales@csustan.edu
http://www.csustan.edu/LiberalStudies
werrushing@aol.com

Joan Wink, Ph.D.
College of Education, Department of Teacher Education
Demergasso-Bava 319
Office Hours – Walk in – Wednesday; 3-4; Thursday 3 to 7
Phone: 667-3471
Email: jwink@csustan.edu
www.JoanWink.com

Prerequisites: Proof of California State University, Stanislaus Livescan Fingerprinting Clearance, a medical TB Clearance and a completed and signed Site Declaration form prior to beginning tutoring in the classroom. No exceptions. Students will not begin calculating hours before all of the paperwork has been verified.

Required Texts and Materials: From KIVA Bookstore
Wright, E. (1999). Why I Teach: Inspirational True Stories from Teachers Who Make a Difference
English -- Language Arts Content Standards for California Public Schools Kindergarten through Grade Twelve
Also Required:
2. Binder for portfolio with 11 Tab Dividers
3. Computer disk for saving copies of your writing
4. Email address and Blackboard online class interaction and document retrieval is a must.
   Both online resources will require active use for online collaboration, downloading/uploading and printing. Students are required to print or obtain a copy the syllabus the first week classes.

Contents of this Syllabus
Tutoring/Observation Hours Sheet
Course Objectives
Grading
The Liberal Studies Program Portfolio
Tutoring Contacts
Course Description
Course Requirements
Attendance and Participation
Course Schedule and Due Dates
Portfolio Assignments

Course Description:
Liberal Studies is the pathway to elementary school teaching. All students in this class are regarded as future teachers who are learning their profession through integrated coursework and field experiences. The purpose of this course is to:

1. introduce students to the profession of teaching by gaining an understanding of the Liberal Studies major and the Credential
2. gain practical experience in tutoring and a preliminary understanding of elementary school teaching
3. reflect on professional development toward the goal of becoming a credentialed teacher.

The course focuses on critical thinking and reflective analysis. The course requirements include a one hour a week lecture section, a one hour a week Deans' Team/Discussion meeting, and 30 hours total (approximately 3-4 hours weekly) of Reading tutoring of ages K-3 in a public elementary school setting.

Course Objectives: As a result of completing the requirements of this course, future teachers will:
• Complete university-required clearances for participating in California public schools.
• Identify the Liberal Studies pathway to becoming a credentialed teacher
• Practice effective tutoring in supervised elementary public school environments.
• Understand and demonstrate the ethical and professional responsibilities of an educational tutor and observer
• Understand the impact of varying cultural perspectives on the learning environment.
• Express reflective observation in a constructive written format
• Apply course content and tutoring/observation experiences to the development of your Portfolio according to the California Teacher Performance Expectations (TPE)
**Course Requirements:** To earn a letter grade, students must:

1. **Choose and secure a K-3 grade placement** (from tutoring sites offered) and provide proof of signatures for school tutoring by March 15th, 2004, or drop the course.
2. **Complete 30 hours** of K-3 classroom tutoring in reading verified by signed tutoring log and observation evaluation/appraisal form by on-site teacher or supervisor.
3. **Demonstrate Regular Attendance and Punctuality.** Participation and involvement in classroom discussion and activities are vital to the course. Absences (for any reason) will result in a loss of participation grade points. Attendance is mandatory on presentation days!
4. **Complete all portfolio** project assignments and other relevant assignments.
5. **Complete the Final Presentation**
6. **Develop and submit a Final Portfolio based on class assignments**
7. **Develop and submit a personalized Liberal Studies Individual Education Plan (IEP)** including a concentration.
8. **NOT turn in late work** unless previous arrangements have been negotiated with the instructor, and these must be in writing. *Any late work will be penalized a minimum of 20%.*
9. **Be aware of professional** dress code, conduct and standards while tutoring in the public classrooms.
10. **Recognize the responsibility** to maintain student and school confidentiality in discussions of observations and fieldwork (do not use a student's real name in assignments).
11. **Failure to meet any one of these requirements will result in a lower grade.**
12. Students are asked to access the syllabus and additional readings on Blackboard. For more: [http://www.csustan.edu/oit/Publications/index.html](http://www.csustan.edu/oit/Publications/index.html) - click Blackboard Login. You can bookmark that page for easy return.

**Attendance and Participation**

Active participation in all class and Deans' Team sessions and field experiences is an essential part of the course. Students should arrive on time and be prepared to discuss the assigned material. The Deans' Team will facilitate weekly discussion meetings. Students are to come to the Deans' Team meetings prepared to discuss their tutoring/observations and text questions. Students missing class (class meetings and/or Dean's Team Meetings combined) will result in a loss of participation grade points.

**Course grading:** (Verification of 30 hours of tutoring is required to pass this course.)

This course is graded A, A-, B+, B-, C+, C, C-, D+, D, D-, F. Grades will be apportioned in the following way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Class Points</th>
<th>Portfolio Points</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Final Portfolio Organization/Structure (11 Tabs)</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>Chart Integration of Subject Matter</td>
<td>60 points</td>
<td></td>
</tr>
<tr>
<td>Complete IEP with Concentration (2 copies)</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>California Standards Summary of Group activity</td>
<td>60 points</td>
<td></td>
</tr>
<tr>
<td>School Site Placement, Appraisal, TB and Livescan copies</td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>Case Study - Final Reflection on Tutoring</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Integration of Activities and Ideas (2 different subject matter topics)</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Tutoring Log and observations</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Other (Portfolio is on time and complete)</td>
<td></td>
<td>20 points</td>
</tr>
</tbody>
</table>
Final Presentation 50 points

550 total points possible 420 class points 130 portfolio points

Professional conduct is required at all times, both in the university classroom and in the elementary school site placement. Any unprofessional conduct (reported or observed) will result in a failing grade for this course. Students not fulfilling the required number of field experience tutoring hours (30) will receive a grade of no credit for the course.

Grades by points:
A = 550 -- 512
A- = 511 -- 495
B+ = 494 -- 484
B = 483 -- 457
B- = 456 -- 440
C+ = 439 -- 429
C = 428 -- 402
C- = 401 -- 385
D+ = 384 -- 374
D = 373 -- 347
D- = 346 -- 330

COURSE SCHEDULE AND ASSIGNMENTS:

Week 1 – February 16
In Lecture Class
• Introduction: Overview of the class, expectations, assignments and the portfolio process
• Discuss the blackboard and on-line process
• Philosophy of the Liberal Studies Program and the Credential Program
• Tutoring Programs - information
• Meet in Deans' Teams beginning Monday, February 23, 2004
• Turn in copies of TB and CSUS livescan clearances (for copy of site placement and appraisal forms access: http://www.csustan.edu/LiberalStudies and look under forms and documents.

Week 2 – February 23
In Lecture Class
• Organizing the Portfolio
• Writing strategies
• Tutoring Programs - information and sign ups
• Reading: Chapter One of A Guide to Observation, Participation, and Reflection in the Classroom: The Importance of Fieldwork

In Dean's Team
1. Overview of Dean's Team
2. Ice Breaker: Develop a Dean's Team Name for your discussion group
3. Discussion Form: Setting goals for your portfolio (DT Leader will distribute and the team will complete)
4. Discuss and begin the process of putting together your portfolio

Week 3 – March 1
In Lecture Class
• Guest Speaker - Fernando Pena - Multiple Intelligences (utilizing technology - computer and data projector)

In Dean's Team
1. Dean's Team Discussion: Design a lesson together utilizing the eight Multiple Intelligences that you could use with students you are tutoring.
2. Use Multiple Intelligences Lesson Planning Form (DT Leader will distribute and the team will complete)
3. Continue working on your portfolio development

**Week 4 – March 8**

In Lecture Class
• Reading Chapter Two of A Guide to Observation, Participation, and Reflection in the Classroom: Observing Teachers
• How to Tutor in Reading: "A Tale of Two Schools"
• Effective Tutoring Strategies Through Reflecting, Observing and Changing

In Dean's Team
1. Meet in your Deans Team discussion class first and then walk to the Computer Lab to print out Parent Brochures for K-8 Standards at CDE Press. Click on this address to go to that site: http://www.cde.ca.gov/cdepress/standards_brochures.html Download standards for K-8 and print copies.
2. Discussion Form: Effective-tutoring strategies used in the field observations. (DT Leader will distribute and the team will complete)
3. Continue working on your portfolio development

**Week 5 – March 15**

In Lecture Class
• Review of K-8 Standards and Group Summary Work
• Bring to Class - Parent Brochures for K-8 Standards, Standards for English -- Language Arts Content Standards handbooks
• **DUE to Instructor - Signed Placement Form, TB and CSUS livescan clearances** (for copy of placement and appraisal forms access: http://www.csustan.edu/LiberalStudies and look under forms and documents.

In Dean's Team
1. Dean's Team Discussion: Discuss and complete the Reflective Observation of Students Form. What are some things you will look for and reflect on when you begin tutoring in the classroom?
2. Continue working on your portfolio development.

**Week 6 – March 22**

In Lecture Class
• Reading Chapter Three of A Guide to Observation, Participation, and Reflection in the Classroom: Observing Classrooms, Schools, and Curriculum
• Group Presentations of Standards Charts (English -- Language Arts Content Standards)
• Bring to Class - Parent Brochures for K-8 Standards, Standards for English -- Language Arts Content Standards handbooks
• "Teaching Across America": Stories of 4 first year reading teachers
In Dean's Team
1. Dean's Team Discussion: Discuss and complete the Planning and Assessment Reflection Form. Discuss how you plan and access your own tutoring approach. How do you know it works?
2. Continue working on your portfolio development

Week 7 – March 29
In Lecture Class
• Review Teacher Performance Expectations (TPE's)
• Liberal Studies & Credential Programs Information
• Developing an Individual Education Plan
In Dean's Team
1. Discuss and begin to develop with Dean's Team your Individual Education Plan including your concentration.

Week 8 – March 5
In Lecture Class
• Review of Individual Education Plans - continued development, question and answer
• Bring to Class - IEP plan developed in your D/T, a University Catalog, Liberal Studies Check List, Parent Brochures for K-8 Standards, transfer evaluations, and any grade transcripts.
In Dean's Team
1. Bring summary and handouts of at least one integration activity you have gathered from another university course and share with your Dean's Team members.
2. Bring your typed Individual Education Plan to share, review and edit.
3. Continue working on your portfolio development

Spring Break April 12 – 16, 2004

Week 9 – April 19
In Lecture Class
• Child Protective Service (CPS) presentation: Responsibilities of the Teacher
In Dean's Team
1. Begin planning for "Why I Teach" Presentation. Review and reserve your topic, 1st come first serve.
2. Continue working on your portfolios

Week 10 – April 26
In Lecture Class
• Discuss Subject Matter Integration Charts in Class
• Begin Subject Matter Integration Charts
• Bring to class - University Catalog

In Dean's Team
1. Complete Subject Matter Integration Charts with Dean's Team Members
2. Continue Planning for "Why I Teach" Presentation. You should have a topic by now.
3. Continue working on your portfolio development

**Week 12 – May 3**  
In Lecture Class  
• TEACH: Inspiration is the greatest teacher  
• Tutoring hours should be complete by now or at least winding down.  
In Dean's Team  
1. Dean's Team Discussion: Discuss portfolio process. Complete and turn in your Case Study-Final Reflection on tutoring paper to your Dean's Team Leader.  
2. Continue working on your portfolio development

**Week 13 – May 10**  
In Lecture Class  
• Final - Dean's Team Group Presentations on Why I Teach: Inspirational True Stories from Teachers Who Make a Difference.  
In Dean's Team  
1. Dean's Team Discussion: Discuss portfolio process. Complete, finalize and prepare to turn in all assignments along with your final portfolio project.

**Week 14 – May 17**  
• **NO CLASS:** however, you will meet in your Deans Team to complete any unfinished work on your portfolio project. **All Portfolios are due May 17th, 2004.** Take your completed Final Portfolio to room C125 in the Liberal Studies Office by 4:30 p.m. after your Deans Team class and before 5 pm when the Liberal Studies department office closes. Christy will collect and remove all turned in portfolios promptly so any late portfolios will be noted and reported as such.

**Week 15 - May 24**  
• **NO Class:** Graded Portfolios will be ready for Student pick up on May 28, 2004. The instructor or the Liberal Studies Department is not responsible for portfolios left over Summer Break. You are responsible for prompt pick up of your portfolio, as you will need the portfolio for future Liberal Studies coursework.

**NOTE:** Course schedule and assignments are subject to change. Additionally, as future teachers, university students should conduct themselves as professionals in all interactions with school personnel, students and parents.

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*Christy Gonzales/Joan Wink  
Beginning Field Experience  
**LIBS 1000**  
**QUESTIONNAIRE**
Name __________________________ Phone # __________________________

Address ___________________________________________________________

E-Mail ______________________________________________________________

Soc. Sec. # __________________________ 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 your Dean's Team Leader by March 1st, 2004

LEARNING CONTRACT

Instructions: Read carefully, sign and retain in your portfolio for future reference-- or drop the course.
I understand that I will be taking an experiential approach to learning about Beginning Field Experience and to developing personal skills needed to function effectively in groups. 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 others, 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 may not submit the same exercise 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 or my Deans Team leader) 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 readings in order that my peers 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 be 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:
   • 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.

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

9. I am accepting responsibility for understanding that any form of Academic dishonesty will result in a course grade of F.

Signed

________________________________________________________________________
TUTORING PACKET FOR LIBS-1000 PORTFOLIO

Spring 2004

LIVESCAN/ FINGERPRINTING PROCEDURES

All students in the Liberal Studies/Credential Programs, Liberal Studies Programs and in Traditional Credential Programs:
Background Information
The Michelle Montoya School Safety Act requires that people having contact with children on a K-12 school site undergo a criminal background check in order to be "cleared" to be in contact with children. This background check is done through the submission of computerized (digitized) fingerprints via a process called "livescan." The clearance goes through the California Department of Justice (DOJ).

There are many courses in this university that require students to observe in classrooms or work with student in a K-12 school setting. According to the Montoya Act, university students in these courses must be fingerprinted via "livescan" and undergo a DOJ background check.

Also, according to California Commission on Teacher Credentialing (CCTC) regulations, when students apply to a credential program at the university, they must submit an Application for Character and Identification Clearance and be fingerprinted again via "livescan" and undergo a background check and be "cleared" in order to take courses and student teach.

Procedures
Therefore, in order to implement these regulations, the Liberal Studies Department and the Department of Teacher Education have implemented the following procedures:

4. LIBS 1000, LIBS 2000, LIBS 3000, EDUC 4200 and EDUC 4400 Courses - Students enrolled in courses requiring work or observations with children K-12 school sites must submit fingerprints via "livescan" and be cleared by the University to work/observe in schools. This procedure needs to be done only once to cover the student for all these courses. (See note below for the process for submitting fingerprints to be cleared by the University.) When these students apply to the Credential Program, they will need to undergo the California Commission on Teacher Credentialing (CCTC) fingerprinting process. Therefore, these students will undergo the process twice.

5. Multiple Subjects, Single Subjects and Education Specialist Credential (Special Education) Program Courses - Students enrolled in credential program courses must submit fingerprints via "livescan" to the California Commission on Teacher Credentialing (CCTC). This is done as part of the application process to each credential program. The Credentials Processing Center Office located in the Dermergasso-Bava Hall, Room 303, will keep a record of students who have applied and been admitted to a Credential Program.

6. Students in any credential program course for Blended Multiple Subject, Multiple Subject, Single Subject and Special Education Programs who have not been fingerprinted and cleared through the California Commission on Teacher Credentialing (CCTC) through the application process for the credential program must submit fingerprints to be cleared by the University. However, students who have been admitted to a credential program at this university do not need to be fingerprinted again.

University Fingerprint/Clearance Procedures
Students who need to submit fingerprints to be cleared by the University must follow these procedures:

• Go to the Department of Public Safety at the University located in the Campus Services Building.
• Pay Public Safety $57.00. Public Safety then forwards all paper work to the Department of Justice (DOJ).
• Hours available for livescanning at the Public Safety office between the hours of 8-11 and 1-4. No appointment is necessary.
• For further information feel free to contact the Department of Public Safety at the University at 667-3114 and speak to Mr. Wayne Barkhousen, fingerprint clerk.

Special note
Some students may have already submitted fingerprints and have been "cleared" through another school district. For example, some students may have submitted fingerprints because of employment as an instructional aide, maintenance, janitor, or other employment or because of volunteering, etc. **Confidentiality laws do not allow those districts to inform the University whether you have been "cleared." Therefore, the district process will not exempt a student from undergoing the process again for "clearance" through the University. Students MUST have University Livescan Clearance. Only students who have applied to and been admitted to a Credential Program at California State University, Stanislaus (CTC Clearance) or can show proof of a "valid and current" Substitute Teaching Clearance, are exempt from further fingerprinting.**
CALIFORNIA STATE UNIVERSITY, STANISLAUS
801 West Monte Vista Avenue • Turlock California 95382
DEPARTMENT: (209) 667-3749 • FAX: (209) 664-6610
LIBERAL STUDIES: 1000, 2000 and 3000
Completed Placement School Site Declaration Form Due: 3/15/04

Name of Student__________________________________________ Social Security Number__________________________

Student Address____________________________________________

Phone_________________ E-mail______________________________

Liberal Studies Course # (i.e.LIBS 1000, 2000, 3000, etc.)_____________ Instructor______________________________

Site Mentor Teacher (Print)_______________ Bilingual Yes ___ No ____ If yes, please specify language____________________

School Site________________________________ Grade/Age/Placement_________ Planned observation hours______________

School Address_________________________________________________________________________________________

School District________________________________________________________

Attendance Record__________________________ number of hours observed/tutored per week____________________________

From ________ To _________

Position ______ Paraprofessional ______ Volunteer ______ Other (please 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 or private classroom for a minimum of 30 hours during a semester. (Please note: private school observation may only count for 10 or the 30 required hours).

✓ 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 tutoring 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 meets one-on-one, in small groups, or with the entire class. The university student works with or observes the same students 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 Cleared: Yes ____ No ____

CSUS Livescan Receipt: Yes ____ No ____

Comments:

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LIBERAL STUDIES: 1000 Beginning Field Experience
Daily Field Notes, Time Sheet and Observation Log

LIBS 1000 Student Name: ________________________________

School Where Observations Are Completed: __________________

Program (STAMP, HOST, Minicorp, Classroom Paraprofessional, Classroom Volunteer, etc.):

Grade Level(s) of K-3 students tutored/observed: __________________

Date: ___________ Time: ________________ Hours Completed: ________________

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):

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 week's readings and discussions in class and in Deans' Team. (Practice using your reflective cycle. An example is provided below):

Select:

Describe:

Analyze:

Appraise:

Transform:
**OBSERVATION/TUTORING PERFORMANCE APPRAISAL**

Name of Student ____________________________ Social Security Number ____________________________

Liberal Studies Class ____________________________ Instructor ____________________________

Site Mentor (Print) ____________________________ School Site ____________________________ Grade/Age/Placement ____________________________

School Address ____________________________ School District ____________________________

Attendance Record ____________________________ Number of hours worked per week ____________________________

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Midterm Rating</th>
<th>Final Rating</th>
<th>Comments:</th>
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</tr>
</tbody>
</table>

**RATING SCALE:**

4 = Always 3 = Usually 2 = Often 1 = Seldom

**Attendance and Appearance:** Reliable and comes regularly and on time. (Consider absences, absences without sufficient notice, and tardiness.)

Dresses appropriately for the classroom. (Circle one): Yes No

**Conduct & Relationships with Students & Staff:** Works cooperatively with others, treats others with respect and courtesy, inspires their respect and confidence.

Comments:

**Initiative, Interest & Quality of Work:** Follows established classroom policies and procedures, uses observation time effectively, initiates work activities. Consider extent to which work completed is accurate, well organized, and thorough.

Comments:

**Analyzing Situations & Materials:** Consistently demonstrates good judgment in analyzing situations and in drawing conclusions.

Comments:

**Would You Have This Student Back?**

Comments:

**General Comments:**

______________________________

**PERFORMANCE APPRAISAL SUMMARY DISCUSSED WITH THE STUDENT?**

YES ☐ NO ☐

Signature of University Instructor ____________________________ Date ____________________________

Signature of School Site Mentor ____________________________ Date ____________________________

Signature of Student ____________________________ Date ____________________________
Liberal Studies: 1000 Beginning Field Experience
Community Tutoring Program Contact Information

1. Tutoring Program: Retention Prevention Program
School(s): 7 Elementary Schools
District(s): Ceres Unified
Grade levels of students: 2nd - 3rd
Subject area of tutoring: Reading and Writing
Contact Name: Jay Simmonds
Address: 1800 Central Ave., Ceres CA 95307
Phone: 209-541-0452 Email: Fax: 209-541-0947

2. Tutoring Program: Hosts
School(s): Osborn Elementary School
District(s): Turlock School District
Grade levels of students: Grades 2-3
Subject area of tutoring: Reading
Contact Name: Anita Gerdes or Hady Jimenez
Address: 201 N. Soderquist, Rm. 11, Turlock
Phone: 209-667-1716 Email: HJiminez@turlock.k12.ca.us Fax: 209-668-3910
Email: AGerdes@turlock.k12ca.us

3. Tutoring Program:
School(s): Empire Elementary
Grade Levels of students: Grade K-3
Subject area of tutoring: Reading and Language
Contact Name: Chris Panella and Robert Dittman, Principal
Address: 5201 First St., Empire
Phone: 209-521-2970 Email: cpanella@empire.k12.ca.us FAX: 209-527-5620

4. Tutoring Program: Mini-Corps
School(s): Throughout the CSU Stanislaus service area
Special Requirements: Must be fluent in Spanish
Grade levels of students: K-3
Subject area of tutoring: Focus on reading
Contact Name: Fernando Pena
Address: Demergasso-Bava Hall, P341
Phone: 209-667-3259 Email: fpena@ben.bcoe.butte.k12ca.us

5. Tutoring Program: CF Brown Elementary School
School(s): CF Brown
District(s): Stanislaus County
Grade levels of students: K-3
Subject area of tutoring: Reading and Writing
Contact Name: Elizabeth Werning
Address: 1000 H Street, Modesto CA 95354
Phone: 209-527-1330 Email: EWerning@sylvan.k12.ca.us
6. Tutoring Program: HOSTS
School(s): Capistrano
District(s): Empire Union School District
Grade levels of students: 2-3
Subject area of tutoring: Language Arts
Contact Name: David Loucks
Address: 400 Capistrano Dr., Modesto CA 95254
Phone: 209-575-9806 Email: dloucks@empire.k12.ca.us

7. Tutoring Program: Cunningham Elementary
School(s): Cunningham Elementary School
District(s): Turlock School District
Grade levels of students: K-3
Subject area of tutoring: Reading and Writing
Contact Name: Sandy Young, Principal
Address: 324 W. Linwood Ave., Turlock, CA 95380
Phone: 209-667-0794

8. Tutoring Program: Hughes Elementary
School(s): Hughes Elementary
District(s): Empire School District
Grade levels of students: K-3
Subject area of tutoring: Reading and Writing
Contact Name: Gary McDaniel
Address: Empire, CA
Phone: 209-527-1330 Email: gmcdaniel@empire.k12.ca.us

9. Tutoring Program: Stanislaus Partners In Education
School(s): Most all located in Stanislaus County ONLY!
District(s): Turlock and Modesto City School District
Grade levels of students: K-3
Subject area of tutoring: Reading and Writing
Contact Name: Stan Little
Address: 1100 “H” Street, Modesto, CA 95354
Phone: 209-525-5171 Email: www.stanislauspartners.com FAX: (209) 525-4679

10. Reading Tutoring Program
School(s): Pearson Elementary School
District(s): Modesto City School District
Grade levels of students: K-3
Subject area of tutoring: Reading
Contact Name: Lupe Robles, Coordinator
Email: robeslu@prodigy.net
Contact Name: Carol Ligon, Principal
Email: Luigoncarol@monet.k12.ca
Address: 500 Locust St., Modesto, CA 95354
Phone: 209-567-4110 FAX: (209) 576-4146

(Updated: 9/23/03)
Final Portfolio Organization:
WHY YOU NEED A PORTFOLIO, AND WHAT IT SHOULD LOOK LIKE

Educator and researcher Lee Shulman (1994) of Stanford University introduced the idea of portfolio development in the early 1990s. According to Shulman, "A teaching portfolio is the structured, documentary history of a set of coached or mentored acts of teaching substantiated by student work and fully realized through reflective writing, deliberation, and serious conversation."

Each portfolio should include representation of the student's ability to integrate studies across disciplines as well as their competencies within those disciplines, demonstrate personal growth, individual skills, and significant experiences as they relate to elementary education. Each portfolio should be professional in appearance and content.

You will be required to purchase a portfolio binder that should be identified with your name, course, and semester on the front and spine of the binder and include in it the following Bolded Areas:

Front Inside Pocket - A typed and stapled COPY of your IEP, with your name and concentration. This IEP copy will be removed and kept in the Liberal Studies Office

1. Tab-- Title page
2. Tab-- Table of contents
3. Tab-- Introduction to this specific portfolio project.
4. Tab-- Personal identity as a teacher, including:
   - letter of application to “The Recruitment Committee,”
   - personal identity by focusing on strengths in the elementary classroom,
   - Individual Education Plan (IEP) (Course assignment #6),
   - TB and live scan proof (copies)
   - Professional Development: All Deans' Team handouts and assignments (Course assignment #5)
   - Personal vita.

5. Tab-- Content Standards
   - California Standards Summary (Course assignment #3)

6. Tab-- Subject Matter Competency, “indicators of competence” required in all of the following subject matter areas:
   - Language and Literature
     - Integration of "Water Topic" Subject Matter (Course assignment #4)
   - 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
7. Tab-- Service Learning
   • Service Learning Contract,
   • Case Study Review and Reflection on field experiences paper (using field notes) in elementary classrooms. (Course assignment #2)
   • Signed Performance Appraisal, and
   • Tutoring logs, field notes of observations with a copy of your signed verification site form by your master teacher. (Course assignment #1)

8. Tab-- Human diversity

9. Tab-- Technology
   • 5 Websites (Course assignment #8)

10. Tab-- Integrated learning
   • Two additional topics relevant to the California Teaching Performance Expectations (Course assignment #7)

11. Tab-- Summary of main ideas.

LIBS 1000 Portfolio projects are due in the Liberal Studies office on May 17th, 2004 before 5 pm. as the Liberal Studies department will close promptly at 5 pm. Students are strongly encouraged to begin work on additional areas of their portfolio. Be sure to save all of your course work that represents artifacts for subject matter competency. For the purpose of this course each student's portfolio will be graded largely on professional appearance, organization, and completion of assigned material.

The Liberal Studies Program Portfolio (Course Assignments)

The Course Assignments listed below conform to the California Teacher Performance Expectations (TPE) as directed in Senate Bill 2042 and listed in the California Standards for Professional Teaching Profession. Additional Information on SB2042 can be found at the California Commission on Teacher Credentialing web site (http://www.ctc.ca.gov).

The six TPE areas are:
1. Engaging and Supporting All Students in Learning
2. Planning Instruction and Designing Learning Experiences for All Students
3. Assessing Student Learning
4. Creating and Maintaining Effective Environments for Student Learning
5. Understanding and Organizing Subject Matter for Student Learning
6. Developing as a Professional Educator

The assignments listed below are due according to the Course Schedule. ALL final drafts of each assignment are to be included in the final portfolio turned in at the end of the course.

Portfolio assignment that documents the TPEs:
• Engaging and Supporting All Students in Learning
• Planning Instruction and Designing Learning Experiences for All Students
• Assessing Student Learning

Assignment #1. Tutoring Logs and Observations- You are required to work in classrooms weekly for a minimum of 30 hours total.

By the fifth session of class (March 15, 2004) you must submit a completed and signed placement site form, copy of TB Clearance, and verification of fingerprint submission by the University (CSU, Stanislaus Public Safety). See http://www.csustan.edu/LiberalStudies for a placement form. You are required by the university (whether the school district requires it or not) to submit fingerprints to be cleared for working with children through the Department of Justice. You must also submit a TB Clearance that was taken within the last four years. A current copy will be accepted for TB Clearance. TB tests are available for free through the CSUS Student Health Center.

During the first few weeks of class, several programs are available for tutoring, such as STAMP or HOST and representatives from the partner programs will present their programs and you will be able to sign up for tutoring. The partner programs may require additional training time outside of class. You are responsible for attending all mandatory training for the program of your choice. A signed Placement School Site Declaration Form (See http://www.csustan.edu/LiberalStudies for a placement form) will be required in advance of starting your tutoring. You CANNOT begin your tutoring hours before ALL your paperwork has been completed, turned in and verified by the schools (with signatures), the CSUS Public Safety department along with a current (Negative) TP Form. (Signed and completed placement forms are due in class on March 15th, 2004). The requirements for your placement are:

1. You work directly with K-3 elementary aged students in a public or private classroom or before/after school-reading tutoring program for a minimum of 30 hours during the semester (Please note: private school observation may only count for 10% of total hours (10 hours)).
2. The K-3 classroom or program has 25% or more language diversity
3. There is a credentialed classroom teacher who works with you directly or as a supervisor and will evaluate and verify your hours on the appraisal form and the tutoring/observation timesheet.
4. There are opportunities for you to meet with the teacher or attend staff development to gain more information on tutoring at your site.
5. You meet one-on-one, in small groups, or the entire class and work with the same student(s) on a regular basis in order to view their progress over time

Hours spent in classrooms and observations are to be documented on the Tutoring/Observation Time Sheet and Logs (included in this syllabus and connected to this web site). Please be aware of confidentiality and make up a name when discussing your student. These logs are to be included in the Final Portfolio.
**Portfolio assignment that documents the TPE: Creating and Maintaining Effective Environments for Student Learning**

**Assignment #2. Case Study - Final Reflection on Tutoring**
Each student will create a personal case study after completion of the tutoring experience (30 hours of beginning field experience). When discussing your case study:
- Talk about the student you tutored (but do not use the child's real name).
- Describe the child.
- Describe the area/unit tutored.
- Analyze and discuss the process/strategies used in the tutoring experience.
- Examine the effect of your tutoring skills on the child.

Good study cases generally tell a real story, raise thought provoking issues, may lack an obvious or clear-cut right answer, and demand a decision reached through critical thinking and analysis.

**Portfolio assignments that document the TPE: Understanding and Organizing Subject Matter for Student Learning**

**Assignment #3. California Standards Summary**
The class will be divided into Deans' team groups and assigned a grade level (K through grade 8) and subject matter (English -- Language Arts). Groups are responsible for developing a chart that illustrates the learning required of K-8 students at one grade level in either English -- Language Arts. The California State Standards handbooks explain the details of subject matter requirements (such as grade 2 in Reading or Writing). Groups will discuss the Standards illustrated on their chart. For the Portfolio, each student must include the chart and a short summary of the chart presented by the group. A summary is a brief, comprehensive discussion of the contents of the chart. A summary is not a list or a chart, but a text document, stating in your words the content of your group work.

**Assignment #4. Integration of Subject Matter**
On the topic of water, each student should identify 4 different college subject areas that relate to water and demonstrate it visually on a cluster chart. The class will begin a chart that explains the integration of the different subject matter requirements.
- **Humanities & literature**
- **Mathematics & science** (earth, space, biology, physics, chemistry)
- **Social sciences** (psychology & human development, history, political science, geography and physical education/health)
- **Visual & performing arts** (Art, Music, Theater and dance)

Each student will finish the assignment on their own and include the completed cluster chart in their personal portfolio.

**Portfolio assignments that document the TPE: Developing as a Professional Educator**
Assignment #5. Dean's Team Discussion-- each week students will meet in a Dean's Team group for one hour to complete the following:

Deans’ Team Discussion -  
• Starting questions and activities to be discussed at the Dean's Team are listed in the syllabus for each week focusing on the course text and tutoring.  
• Students should prepare in advance to discuss these questions during their Dean's Team meeting, as some of the questions are based on work that must be completed in the week prior to the Dean's Team meeting.  While students should prepare for all questions or activities, not everything may be covered during the Dean's Team session.  
• Bring your completed Tutoring/Observation Time Sheet and Log to each session.  
• All Handouts and Assignments completed during Dean's Team are to be included in your Final Portfolio. (Course assignment #5)

Teaching Presentation -  
• Each Dean's Team Group is to develop a short class presentation within their group based on the readings in Why I Teach: Inspirational True Stories from Teachers Who Make a Difference.  
• This can address one story that all the Dean's Team members in your group found meaningful, or overall impressions of several meaningful stories, or extending the ideas of the book into the observations made this semester during tutoring.  
• The presentation should take 5 minutes and might include readings, skits, poster presentations, video, a web page the group developed, or other creative displays.  
• Presentations should capture the interest of the class and tell why teachers make a difference in the lives of their students.

Assignment #6. Individualized Education Plan  
• Utilizing the information from the University Catalog, California State Standards K-8, handouts, transfer evaluations, class transcripts and class discussion, you will develop an Individual Education Plan.  
• We will discuss this in class and you will work on this in Dean's Team.  
• This plan will be used for future planning of coursework and to facilitate advising as you move toward your goal of teaching.  
• Two typed copies of the IEP are to be included in your Final Portfolio.

Assignment #7. Integration Activities and Ideas  
• Throughout the semester, collect notes, journals, handouts, samples, papers, etc. showing integration that occurs in the classes you are taking.  This might be a literature class that utilizes music, or a math class in which you keep a reflective journal.  Include the actual items or summaries in your portfolio.  DO NOT include lesson plans.  
• Develop a handout or summary of at least one of the activities and be ready to distribute copies and describe the activities in your Dean's Team.  
• Include at least two different handouts when you turn in your Final Portfolio.

Assignment #8. Create a list of at least 5 websites for educators.  
• Briefly describe what a teacher would find on each site.