

"Caring and Reflective Professionals for a Democratic Society"

**EDEL 448: Advanced Fieldwork Seminar
Winter Quarter 2006
CSUB Regional Programs, College of the Canyons**

Instructor: Debbie Meadows, MA

Office Hours: Wednesdays 5:00 to 5:30
Other times by appointment

Location: University Center, Y-107

Time: Wednesdays 5:30 to 8:30

Dates: Jan. 4th through
March 8th

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School of Education Mission

The mission of the School of Education at California State University, Bakersfield is: To strengthen the foundations of democracy and equal education opportunity through quality programs which prepare committed education professionals and counselors in the context of a linguistically and culturally pluralistic society.

School of Education Philosophy

The philosophy of the School of Education has as its basis confluent education which perceives learning as the merging of cognitive, affective, social, and psychomotor domains. This belief underscores the premise that education nurtures and promotes intellectual growth and the emotional, social, and physical well being of all students with a special focus on diversity and equity.

School of Education Goals

Based on confluent education model, the following goals provide a direction for educating the whole person.

- To formulate a comprehensive view of human growth and development, a global knowledge of self and others, and an empathy and sensitivity to multiple realities of a changing environment.
- To develop a commitment and responsibility to democratic and social values through professional collaboration, educational leadership, and collegial partnerships.
- To promote critical, inquiry through research and practice in order to improve teaching, learning, and communication.
- To broaden knowledge and skill bases in terms of pedagogical multi-cultural principles conducive for effective curriculum delivery and instruction in diverse settings.
- To utilize and integrate various current multimedia resources and technological tools to enhance teaching and learning in the ever-changing society.
- To apply multiple methods of assessment with a special focus on critical reflection and self-analysis for continual professional development and on-going program evaluation.

Course Objectives

Based on the Teacher Performance Expectations (TPE) and the California Standards for the Teaching Profession (CSTP), the course objectives are outlined as:

- Making Subject Matter Comprehensible to Students
- Specific pedagogical skills for subject matter instruction
- Assessing Student Learning

- Monitoring student learning during instruction
- Interpretation and use of assessments
- Engaging and Supporting Students in Learning
- Making content accessible
- Student engagement
- Developmentally appropriate teaching practices
- Planning Instruction and Designing Learning Experiences for Students
- Learning about students, instructional planning
- Creating and Maintaining Effective Environments for Student Learning
- Instructional time, social environment
- Developing as a Professional Educator
- Professional, legal and ethical obligations, Professional Growth

Required Textbooks

Student Teaching Handbook pages, 46-51; 66-85

Wong, H.K. & Wong, R.T. (2001). *The first days of school*. Mountain View, CA: Harry K.Wong Publications, Inc.

Additional articles and materials as assigned by the instructor

Classroom Expectations and Academic Success

- Professional attitude and rapport is expected at all times.
- Active participation and attendance is **required** for every class period. Habitual tardiness, leaving early, extended class breaks, unprofessional behavior, and non-participatory behavior will be considered in the grading process. **Missing one class session could result in no-credit for this class.**
- All assignments are due when required, unless prior arrangements have been made with the instructor. It is the student's responsibility to notify the instructor of any difficulty in completing their assignments **prior** to the due date. All assignments are to be typed/word processed unless otherwise stated.
- Quality of work: All submitted work must follow the standards and conventions of the English language. Papers must be in APA style. Reference: <http://www.apastyle.org/electmedia.html>
- Academic Honesty is expected. Plagiarism will not be tolerated; a grade of "F" will be given. Work for this class must be original and not submitted as an assignment for another class.
- Cell phones and pagers: Turn your cell phone/pager to vibrate when you are in the classroom; ringing cell phones disrupt the class dynamics. If you do receive a call, please step outside the classroom to take the call. Excessive calls will be considered in points for class attendance and participation.

Grading Policy

EDEL 448 is a credit/no-credit course. For course credit students must:

- Pass the RICA exam
- Attend all class meetings. If you miss a class, you must make arrangements with the course instructor to make up the class in another quarter.
- Successfully complete the Credential Portfolio
- Successfully complete Stage 3 student teaching

Assignments:

1. **Class Attendance:** Students are required to attend all class meetings.
2. Various TPE narratives will be required as we progress through the quarter. These assignments will be announced at class meetings. See tentative schedule for due dates—bring printed copy to class for peer review.
3. **Culminating reflection for stage 2 assignment is due on January 11, 2006.** Bring this to class for instructor's signature.
4. **Portfolio artifacts and Binder set up is due on January 25, 2006.** Bring your completed work to class.
5. **Credential Portfolio:** Students are required to complete the credential portfolio as outlined in the student teaching handbook and course materials. **The Portfolio is due to the instructor or the COC office no later than 5:30 p.m. March 8, 2006.**

Additional Material References:

An online copy of the student teaching handbook is available at:

http://www.csub.edu/regional/mult_subj_cred.html

Video Reflection and Bulletin Board Reflection Templates, as well as additional student teaching information may be located at:

<http://www.onlineeducator.info/STM/STMIndex.htm> All video and bulletin board reflections are to be on the templates provided.

Student teaching expectations for the 8 week EDEL 449 class regarding attendance, notebooks, reflections, bulletin boards and videos are the same as outlined in the first seminar for EDEL 439.

CSUB Stage 2 and Stage 3 Bulletin Board Reflection Guidelines

The student teacher will develop and put up an interactive bulletin board or display that integrates classroom learning and student work.

Bulletin Board Requirements:

Student Work

Minimum of 3'x3'—full board or door

Reflection Requirements:

Purpose for board

State standards and learning objectives met

Detailed description of board

Discussion of time and experience needed to create and put up bulletin boards

Guiding Questions:

-What lesson or unit does this bulletin board tie into?

- What process did you use to complete? (Writing, draft, editing, revision, final copy)

- What did you like best about the presentation?

- What would you change?

-Was student work used on the board? Why or Why not?

Multiple Subjects Portfolio Assessments
(Draft submitted to CCTC 2/17/04 in response to Standard 19)

Course	Sample Portfolio Item	Brief description	TPE Addressed
EDEL 240	Checklist Final Reflection	Candidates reflect on what they have learned from classroom observations.	
EDEL 421	PowerPoint Presentation	Candidates will develop a PowerPoint presentation that includes their teaching philosophy, expectations and commitment as teachers.	8,9,12,13
EDEL 429	Classroom Management Plan Reflections	Candidates will design their own classroom management plan.	1-13
EDEL 420	Case study/ Reflective Essay Reflection	Candidates will write a reflective essay on their case study of an emergent reader/writer.	1-13
EDEL 430	Case study/ Reflective Essay	Candidates will write a reflective essay on their written case study of a struggling reader/writer in the intermediate grades	1-13
EDEL 436	Video of teaching Unit Plan and minimum of 3 complete lesson plans Teaching strategies form Reflection	Candidates will videotape the lessons they teach. They will fill out the teaching strategies form and the unit rubric. They will write a reflection on the process.	1-11
EDEL 437	Video of teaching Teach three lessons Reflection	Candidates video tape the and critique their teaching.	1-11
EDBI 477	SDAIE lesson plan Reflection	Candidates create and teach a lesson to students and then write a written reflection about the experience	4,7, 8, 9,10
EDEL 428 (BCLAD only)	Case study Graphic organizer	Candidates will create a graphic organizer and write a case study/reflection based on the ELD standards.	4,7,8,9,10
EDEL 438	Unit Reflection	Candidates create a science unit, which they teach and on which they write a reflection essay.	1,2,4-11
EDSP 301	Report/Reflections		4,7, 8, 9,10
EDEL 439 & EDEL 448/449	Lesson Plans Observation Reports Mid-Terms & Finals Video reflections Bulletin Board Pictures and Reflections Culminating Reflection for each assignment	Candidates will complete two quarters of student teaching (half day during Stage II and full day during Stage III) and will create and teach a minimum of 20 lessons in multiple subject areas, complete two videos and create two bulletin boards during stage 2 and 3 placements.	1-13

Guiding Reflective Questions

*Reflection is what allows us to learn from our experiences:
it is an assessment of where we have been and where we want to go next.
Kenneth Wolf*

"Next" Questions:

How will you use this to guide your instruction?

How will you use what you have experienced to guide your professional development?

What aspects of instruction and student achievement will you wish to study in greater detail?

How will you improve upon your current work?

What would you do differently regarding setting objectives, monitoring student progress, designing assessments, and delivery of instruction? This could be adapted to include specific targets of each TPE.

How will you apply these activities/artifacts to your teaching?

How will you modify instruction in this area in the future?

How will you continue to develop your skills as a beginning teacher?

How does this change what you will do in a classroom?

What steps do you need to take from here?

What do you need now?

Through these experiences, what have you learned about yourself, your teaching skills, and your attitude toward teaching?

These questions could be tailored to each TPE or TPA domains or given as general prompts for reflection.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
School of Education
Multiple Subject Credential Program
Portfolio Rubric

Candidate's Name:

Date of submission:

Date of evaluation:

The Multiple Subject Portfolio is one of the requirements for prospective candidates seeking teacher certification. The purpose of the portfolio is to demonstrate that candidates have developed adequate knowledge and professional skills to perform their duties and roles effectively in schools. In particular, the criteria are based on a set of standards and elements outlined in the CSTPs, TPEs, and TPAs.

Upon completion of Stage III student teaching (EDEL 449 and EDEL 448), the Portfolio must be submitted for review. The final portfolio will be reviewed by the program Portfolio Review Committee members and be judged in terms of completeness and specific lines of evidence. After appropriate review, a letter ranking the portfolio as EXEMPLARY, COMMENDABLE, ACCEPTABLE, or NOT ACCEPTABLE will be placed in the candidate's file.

The undersigned, Portfolio Committee, have reviewed and evaluated submitted portfolio which has been rated as:

_____EXEMPLARY _____COMMENDABLE _____ACCEPTABLE _____NOT ACCEPTABLE

Comments:

Portfolio Committee Members' Signatures

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Rubric for the Portfolio Requirement

Please use this rubric to guide you in compiling your portfolio. This can be used as a self-assessment and peer feedback.
 Incomplete: Needs to be resubmitted.

Criteria	Exemplary	Commendable	Acceptable	Not acceptable	Points
Selection of Artifacts that address specific CSTPs and TPEs	5 points All artifacts and work samples are clearly and directly related to at least three or more elements of each TPE and/or standard and provide evidence of professional knowledge and skill.	3 points Most artifacts and work samples are related to three or more elements of each TPE and/or standard and provide evidence of professional knowledge and skill.	2 points Few artifacts and work samples are related to three or more elements of each TPE and/or standard and provide evidence of professional knowledge and skill.	0 points Most artifacts and work samples are unrelated to elements of the TPEs and/or standards.	
Activities and opportunities found in the TPAs	5 points All artifacts and work samples clearly and directly relate to the four TPA domains.	3 points Most artifacts and work samples are related to three or more TPA domains.	2 points Few artifacts and work samples are related to the four TPA domains.	0 points Most artifacts and work samples are unrelated to the TPAs domains.	
Reflective narratives	5 points All reflections clearly describe why artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for continued learning. All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	3 points Most of the reflections describe why artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for future learning. Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	2 points A few reflections describe why artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for future learning. A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	0 points No reflections describe why artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for future learning. No reflections illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	
Format and Organization	5 points The portfolio strictly follows the guidelines and is well-organized and easy to navigate.	3 points The portfolio follows the general guidelines and is organized and easy to navigate.	2 points The portfolio partially follows the general guidelines and is fairly compiled.	0 points The portfolio does not follow the guidelines and is poorly presented.	
Control of language and mechanics	5 points The written language conforms to the basic principles of effective writing and is free of errors/flaws.	3 points The written language conforms to the basic principles of effective writing generally.	2 points The written language partially conforms to the basic principles of effective writing.	0 points The written language does not conform to the basic principles of effective writing.	

Multiple Subject Portfolio Guidelines (2042 candidates)

Candidates in the SB 2042 program are required to compile a standards-based professional portfolio. The process begins during Stage I of the program and is completed in EDEL 448 as a requirement for course completion. The portfolio should document activities and opportunities as outlined in the Teacher Performance Expectations (TPE).

Refer to the following guidelines when constructing your multiple subject credential program portfolio:

- ❑ Purchase a three-ring binder to hold your work.
- ❑ Include the following items in **sheet protectors** in your binder.
 - Cover page (Your name, quarter, etc.)
 - Table of contents
 - Portfolio assessment checklist (see p. 66 of your student teaching handbook)
 - Scoring rubric
 - Reflective essays targeting **TPEs 1-13** (separate each of the TPEs with labeled dividers)
 - Artifacts (separate each of your courses with labeled dividers)
 - EDEL 240
 - EDEL 421
 - EDEL 429
 - EDEL 420
 - EDEL 430
 - EDEL 436
 - EDEL 437
 - EDBI 477
 - EDEL 428
 - EDEL 438
 - EDEL 439
 - EDEL 449
 - EDSP 301
- ❑ File a reflective essay behind each of the TPE dividers. Choose a minimum of three elements under each TPE to target in your narrative (see pgs. 69-85 of your student teaching handbook for a listing of the TPEs). These reflective essays should be between one-two pages (single spaced) in length. a) Describe the activities/lessons/strategies that you completed throughout your credential program (reference specific courses) and their relationship to the TPEs. b) Reflect upon how the experiences have impacted you as a professional educator. c) Finally, describe your future goals/plans as you transition into induction.
- ❑ **File your sample artifacts behind the corresponding course name in the artifacts section.**

□ Reflection Questions for Student Teaching Notebooks

- 1 Questions about my teaching/the lesson
- 2 What did I set out to teach? Did I accomplish my objectives?
- 3 Did the students accomplish the objectives? Reteach? How?
- 4 How effective were my materials? Why?
- 5 How effective were my teaching strategies / methods? Why?
- 6 What strategies should I use again? Not use again?
- 7 What grouping did I use? Was it effective?
- 8 Was my lesson dominated by the teacher or the students? Am I happy about that? Why?
- 9 What kinds of teacher-student interaction occurred?
- 10 Did anything unusual happen?
- 11 Did I have problems with the lesson?
- 12 Did I do anything differently? Should I do something differently next time?
- 13 What was the main accomplishment of my lesson?
- 14 What parts of the lesson were the most successful?
- 15 What parts of the lesson were the least successful?
- 16 Would I teach this lesson differently if I taught it again? Why? How?
- 17 Was my personal philosophy of teaching evident in this lesson?
- 18 Did I discover anything new about my teaching style?
- 19 Did I discover anything new about my students or their learning styles?
- 20 What changes should I make in my teaching style for this group?
- 21 Did I teach ALL of my learners today?
- 22 Did I allow my students to contribute to the lessons today?
- 23 How did I respond to the learner's needs?
- 24 Were the learners challenged by the lesson?
- 25 What do I think they really learned from this lesson? Does this meet the lesson objectives?
- 26 Did the learners like the lesson? Why, what was important to them?
- 27 What didn't they respond well to?
- 28 How might I teach them differently next time?

EDEL 448 Tentative Course Schedule

presenters and topics are subject to change

Date	Class Activity	Due Next Meeting
Jan. 4	Introduction to portfolio, general questions and reflection	Culminating Reflection from Stage 2 student teaching
Jan. 11	General questions and reflection Portfolio questions and assistance	TPE 6a or 6b
Jan.18 4:30 p.m.	Meet with Julie Schnepf at Skyblue Mesa Elementary School 28040 Hardesty St Santa Clarita Ca 91351 661-298-3260	Portfolio binder set up with tabs and artifacts
Jan.25	General questions and reflection Portfolio questions and assistance	TPEs 1 a and b
Feb.1	No class meeting–finish your science unit :-) and work on TPE 7	TPE 7
Feb.8	Lab time to work on TPEs 1c and d Debbie will be in another meeting at COC	TPEs 1 c and d
Feb.15 4:30	Meet with Amanda Putman at Bridgeport Elementary 23670 Newhall Ranch Rd. Santa Clarita, CA 91355 661.286.1590	TPEs 12 and 13
Feb.22	Mary Mann Differentiation general questions and reflection	
March 1	General questions and reflection Portfolio questions and assistance	Completed Portfolio
March 8	Karen Harvey BTSA/Induction general questions and reflection, course wrap-up	

Students are required to complete the credential portfolio as outlined in the student teaching handbook and course materials. The Portfolio is due to the COC office no later than 5:30 p.m. on March 8, 2006.