Community Engagement Application

EDUC 123: Introduction to Field Experience in the Elementary Schools

1. Name of Proposer: Jenny Maguire
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3. Department/Program of Proposer: Kalmanovitz School of Education/Teachers for Tomorrow/EDUC
4. Name of Department/Program housing the course: EDUC in KSOE; undergraduates take the course as part of Liberal & Civic Studies TFT track (all participating departments have endorsed the proposal of this course for Common Core Designation)
5. Name of Program Director/Department Chair: Jenny Maguire (PD for Teachers for Tomorrow); Dean Metcalf-Turner (KSOE); Linda Saulsby (PD for Liberal & Civic Studies)
6. Course Acronym, Number, and Title: EDUC 123: Introduction to Field Experience in the Elementary Schools
7. Semester(s) in which course will be offered: spring
8. How often is the course taught? Annually, in spring semester
9. Course Prerequisites: declaration of Teachers for Tomorrow track in Liberal & Civic Studies
10. Unit Value of Course: .25
11. Proper Audience for the course: Freshmen, and TFT students who transfer in as sophomores
12. The Learning Goals:

   Community Engagement (The College): The core curriculum gives students an engaging, intellectual experience. The Community Engagement goal also requires them to leave the classroom and engage with the world—to apply their intellectual experiences to communities beyond the academy. Students will actively and critically reflect upon these experiences and integrate them in their academic understanding of the world.

   Community Engagement (EDUC 123 Course): In this course, Saint Mary’s students actively engage in the classroom and school culture of St. Martin de Porres in Oakland through shared experiences with the students, teachers, and other members of the school community. Students integrate educational and critical theory with their school site experiences; reflecting upon the ways in which theories are evidenced in practice, as well as self-reflecting upon their individual roles in awareness, understanding, and personal modeling of the Lasallian principles of mutual respect and inclusive community. This course encourages students to think more deeply, broadly, and more systematically about what teaching is, what teachers do, and the complex relationship between society, policy, and classroom and school culture. The view encouraged in this course is that teaching is not only a technical act, but a philosophical and personal one as well.
Learning Goals for EDUC 123:

1. Learners will demonstrate integration of course work and field work through discussion, journal entries, and final project.
2. Learners will reflect upon how their classroom field work contributed to their understanding of societal and theoretical underpinnings of the issues of schooling addressed throughout the semester, culminating in a “Philosophy of Teaching,” represented in a paper of that title.
3. Drawing upon their own schooling experiences, learners will engage in student-directed discussion (following the Collegiate Seminar Model) emanating from issues, experiences, and questions that arise in their field work.
4. Learners will actively engage in constructive, positive experiences with the teachers, students, and community at a culturally diverse school site, demonstrating building of capacity for successfully interacting within the culture of a school.

Learning Outcomes: Teaching

1. **Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting**

   The instructor will co-facilitate discussions with students that emerge from readings and field experiences. Discussions will be modeled after the Collegiate Seminar style, providing the students with opportunities for critical thinking, especially in challenging their own, and society’s, assumptions about students, schools, and opportunities for quality education, especially in inner-city, culturally diverse schools. Class discussions will integrate readings of multicultural education (equity, diversity, and social justice) and the students’ experiences at the school site. In the field placement, the instructor observes the students weekly in the classrooms at the school site, interacting with the SMC students and host teachers to provide context for applying the methods and theories of the course to application (experiential learning). The host teachers provide written and oral feedback to the students and the instructor each week (recorded in site-based conversations and in students’ field journals).

2. **Demonstrate critical reflection throughout their experience**

   The instructor will read and provide feedback (questions, comments, suggestions, and invitations to share with the class) on students’ weekly field journal entries; entries in which students will be asked to chronicle and reflect upon their experiences in the classrooms and in the school. The instructor will introduce the KWL Chart (a graphic organizer used in elementary education): “What I Know, What I Want to Know, What I’ve Learned,” as a tool for continuously reflecting upon information and experiences throughout the course. These will be uploaded to the Moodle Site for use in individual and shared critical reflection. The instructional emphasis is placed on the realization that we do not as current teachers and future teachers always know, or act in, ways that are conducive to neither addressing the needs of culturally diverse learners nor the
strategies to provide equity and inclusiveness in our classrooms. Questioning our assumptions, in class and through our field experiences, will be a recurring theme the instructor asks of the students and herself/himself in this community of learners.

3. **Express their understanding of the interconnections between their experience and their responsibilities of social or professional communities**

In the context of developing teachers, the instructor facilitates student construction of their early “philosophies of teaching” as it applies to the Lasallian principles examined in the course: quality education, respect for all persons, inclusive community, and social justice. As students develop their (early) teaching dispositions over the semester, the instructor provides opportunities for examination of these as related to theories presented in the course, to experiences in the field, and to emerging understandings of their responsibilities as informed, compassionate elementary educators.

**Learning Outcomes: Student Learning**

1. **Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting**

Learners will demonstrate integration of educational theory, including multicultural education, with educational practice through their constructive collaboration with teachers, students, and the school community of St. Martin de Porres contributing to the educational experiences of the students served by the school. Measurement: Learners record school-site experiences, including questions, comments, and reflections, in their field journals. These are read by the instructor who provides critical feedback weekly, and students address the feedback as part of the next entry. Learners are observed in the school setting by the host teachers, school administrator, and course instructor; observations generate oral and written feedback to the learner from these sources, as well as provide a source for group discussions at the school site.

There is mutual benefit to the St. Martin de Porres community through the human resource the SMC students provide in their engaged participation in classroom lessons and activities. As future teachers, the SMC students benefit from being immersed in a school setting which may be unlike their own elementary school experience, developing an awareness and critical issues of equity in education and, from the host teachers and students, an in-person perspective of how theory and practice relate to each other, and to the realities of the classroom.

2. **Demonstrate critical reflection throughout their experience**

During the semester, learners critically reflect upon their experiences through class and field discussions, field journal entries, and the culminating paper of their “Philosophy of Teaching,” which demonstrates the integration their theoretical readings with their field experience in the classrooms. As future teachers, students in class will individually and collaboratively create
KWL Charts (a graphic organizer used in elementary education): “What I Know, What I Want to Know, What I’ve Learned” and contribute these to the course Moodle Site for use in individual and shared reflection. In their Final Project, students choose how they will express their experience in the course and in the field; specifically including critical reflection on their own perspective of the role of teachers, students, and the community in elementary education, and how that relates to what they experienced in practice.

3. Express their understanding of the interconnections between their experience and their responsibilities of social or professional communities

Over the course of the semester, learners will engage in student-directed discussion (following the Collegiate Seminar Model) emanating from issues, experiences, and questions that arise in their field work. Learners will connect and compare their experiences to the Lasallian principles examined in the course: quality education, respect for all persons, inclusive community, and social justice. As future teachers, each learner crafts a “Philosophy of Teaching,” including his or her perspectives on responsibilities of teachers to individual students, classrooms, and fellow educators/field of education. These philosophies demonstrate the students’ understanding of the effect that their beliefs, knowledge, and practices have in the educational setting.