



## Single Subject Credential Program

Signature Assignment for EDSE 435

Demographic Paper

### Student Learning Outcome(s) Assessed:

SLO #5: Creates and maintains an effective environment for student learning

### Description of the Signature Assignment

The purpose of this assignment is to observe and interpret culturally inclusive practices and multicultural education dimensions/approaches in a demographically diverse secondary public school and classroom. Rule of thumb: choose a school that has *at least 30% ELL students* and *at least 30% socio-economically disadvantaged students*; the School Accountability Report Card (SARC) provides this information. Refer to the *Guidelines for Assignments* on BeachBoard for more details.

### Directions for Candidates

#### Fieldwork Guidelines (15 hours)

Please use the instructor-provided permission letter (on BeachBoard) to gain access to your chosen secondary public school; bring a copy to class and obtain my signature. You are strongly urged to begin this process early to complete the Signature Assignment (each of the four parts is due on a different date). Information gained can also apply to parts of the CalTPA 2 task.

- You may select any secondary public school teacher in any subject discipline, but not one where your spouse, parent, relative, friend, or neighbor teaches; that individual is expected to objectively assess your role as participant observer in his/her classroom at the end of the 15 hours.
- If you are employed as an intern teacher or teacher aide, you may use your school of employment, but you must observe in another class.
- You may use up to 5 hours of BLAST toward the 15 hours of fieldwork for this course.

Go to the California Department of Education website at <http://www.cde.ca.gov/ta/ac/sa/> (for school districts in California) by clicking on "Find a School Report Card." For K-12 schools in the Long Beach Unified School District, locate the report for your specific site at <http://www.lbschools.net/Schools/SARCs/>.

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## Written Report Guidelines

The Signature Assignment must include a bibliography for Parts 2 & 3 (list only references actually used), proper citations, pagination, and your name on header/footer. You are to demonstrate understanding and synthesis of course concepts throughout the semester and ability to apply knowledge gained. Part 4 must have a completed, signed time log with the classroom teacher's original signatures (not initials) for **each visit**. **DO NOT WAIT UNTIL THE END TO OBTAIN TEACHER SIGNATURES.**

- Part 1 Introduction to the School
- Part 2 Methodology
- Part 3 Analysis/Discussion
- Part 4 Reflection

Note: Submit only your written work (proper headings are acceptable) to Dropbox (Turnitin activated); do not include prompts and/or directions.

### **Part 1: SCHOOL NEIGHBORHOOD AND DEMOGRAPHICS**

(1 single-spaced page)

**Date:** \_\_\_\_\_ **School:** \_\_\_\_\_ **District:** \_\_\_\_\_

Take a tour of the school and its immediate surroundings (e.g., single family homes; apartments, condos, or townhouses; park; businesses).

1. In a paragraph, provide a narrative overview of your selected secondary school site, classroom, participants, and neighborhood to provide context for the reader. What is your first impression? How is it different from your former high school? What would be your strengths and challenges in relation to teaching in this environment?
2. Identify the Mission and Goals of the school from its website, brochures, and/or any other artifacts collected. **Do not list a block of text verbatim from the web.** Rather, explain what do the mission and goals seem to indicate.
3. Based on the School Accountability Report Card (SARC), briefly discuss the following. **Do not cut and paste tables from the SARC.** Explain what do the percentages and numbers mean.
  - School demographics, overall Academic Performance Index (API) for the school and API scores by ethnic group (these scores are generally not the same);
  - Standardized Testing and Reporting Results, STAR and CST to identify test score percentages on various subjects for each group of students (i.e., ELLs, spec. needs, gifted, reduced/free meals);
  - As a future teacher, what do these numbers and percentages mean to you? Interpret the data.

*(Parts 2, 3, & 4: Write in essay form)*

## **Part 2: METHODOLOGY**

(2 single-spaced pages; proper citations in text and bibliography)

1. Describe the process used to collect data from classroom observations, activities, interactions, semi-formal/informal interview(s), and field note taking.
2. Describe the overall school/classroom atmosphere focusing on cross-cultural social dynamics of student-student and teacher-student interactions.
3. Describe the teacher's pedagogical practices with regard to Multicultural Education (MCE) dimensions and Culturally Responsive Pedagogy (CRP) characteristics and support with relevant examples.

## **Part 3: ANALYSIS/DISCUSSION**

(2 single-spaced pages; proper citations in text and bibliography)

Note: Although the wording in Part 3 of the Taskstream rubric may differ from our EDSE course, the focus of observations is the same.

From a culturally inclusive and multicultural education lens, connect your observations and findings to concepts in EDSE 435 (e.g., fieldwork, multi-media, guest speakers, course assignments, class lectures, and discussions) and any other courses.

1. Overall, how closely do you think the school reflects its stated mission and goals on the SARC report?
2. Discuss at least three examples/episodes of when the teacher implemented (or missed opportunities) Culturally Responsive Pedagogy (CRP) characteristics in his/her lessons. Explain how the teacher helped students develop their identity as well as capitalized on their frames of reference to make connections between academic learning and life beyond school.
3. Discuss at least three examples/episodes when the teacher implemented (or missed opportunities) Multicultural Education (MCE) dimensions in his/her lessons to engage students in higher order thinking. Explain why such practice promotes a critical inquiry base of teaching and learning, and influence student learning outcomes.

## **Part 4: REFLECTION**

(1 single-spaced page)

1. In becoming a 21st century critical thinker and reflective practitioner, what have you learned about yourself (personal growth)?
2. How has this experience influenced your future goal as a content teacher? (professional growth)
3. What specific recommendations can you offer for enhancing the teacher's use of MCE and CRP approaches to teaching content to students?

## Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1= Does not meet expectations	0 = Unable to score; incomplete or missing work	Score
<b>Introduction</b>	Responds clearly and in detail to all of items 1-3.	Responds adequately to all of items. Includes all items 1-3.	Responds adequately to some of items 1-3. Includes few pictures of the school.	Responds vaguely to some of items 1-3. Required pictures of the school may be missing or incomplete.	Nothing was submitted.	
<b>Methodology</b>	Responds clearly and in detail to all of items 1-3.	Responds adequately to all of items 1-3.	Responds adequately to some of items 1-3.	Responds vaguely to some of items 1-3.	Nothing was submitted.	
<b>Analysis/ Discussion</b>	Connections to findings are clearly identified and described in detail. A coherent and thoughtful analysis of items 1-3 is included in the discussion of key findings and is connected to course readings (e.g., articles, text, and resources). Full citations are given and properly used in the analysis. Recommendations for augmentation or extension of the single subject content are specific and relevant.	Connections to findings are identified, and described in some detail. The analysis of items 1-3 is adequately included in discussion of key findings and connected to course readings (e.g., articles, text, other. Citations are limited and not all are properly used. Recommendations for the augmentation or extension of the single subject content are few and general.	Connections to findings are partially identified and described. The analysis broadly addresses items 1-3 and inadequately included in discussion of key findings. Absence of or incorrect use of citations. Recommendation(s) for augmentation or extension of the single subject content is/are limited.	Connections to findings are minimally identified and vaguely described. The analysis addresses some of items 1-3. Absence of or incorrect use of citations. Recommendation(s) for augmentation or extension of the single subject content is/are absent or irrelevant.	Nothing was submitted.	
<b>Reflection</b>	Ample evidence of insights and discussion of items 1-3.	Adequate evidence of insights and discussion of items 1-3.	Limited and partial evidence of insights and discussion of items 1-3.	Vague and disconnected evidence of insights and discussion of items 1-3.	Nothing was submitted.	
<b>Total</b>						

Student Name:

Part:

Total Points:

Comments: