

## Field Work Daily Logs – Week 1

Date: 5/31/16

Site: Signal Hill Elementary School

Time: 4:00 – 4:30 p.m.

Cumulative Total hours: 0.5 hour

Topic: Introduction meeting

Activity: I met with Angelique Patterson and Diane Oestreich for the first time. We discuss course requirements, such as the observation of a lesson and the Ethnographic Study. Diane gave me the course syllabus and observation form. Angelique and I also set up a schedule of the days I would be conducting my field hours and the school site where she would be. The final thing we did was schedule a date for me to teach the lesson in which Diane will come and observe me.

Reflection: It was great meeting the two ladies I will work with during this field experience. They are both very friendly and open. I know that I will learn a lot from both of them, especially by having the opportunity to observe Angelique teach. I am looking forward to seeing how she manages working at two different school sites and with so many students. Although I am not pursuing a teacher librarian credential, I hope that I can walk away with new knowledge about working as a teacher librarian that I can take to my school site.

Date: 6/13/16

Site: Paramount Unified School District Office

Time: 8:30 – 3:00 p.m.

Cumulative Total hours: 6.5 hours

Topic: Curriculum and Development Team (CADT) meeting

Activity: The curriculum specialists at our district lead these meetings. We started with introductions of the team, which includes teacher representatives from all schools in the district in grades k-5 and ELA Instructional Coaches. We debriefed about last school year's Curriculum Guide (pacing guide) by discussing some of the successes with the guide, the challenges that we faced with the implementation of the guides, and any modifications that we would like to make in the creation of the Curriculum guides for 2016-2017 school year. Then we discussed the three stages of the UbD (Understanding by Design) model since that is what we are going to use when we begin creating the Curriculum Guides. Finally, the Curriculum Specialists provided us with a short overview of the new English Language Art (ELA) adoption *Wonders* by McGraw-Hill.

Reflection: It is good to know that the CADT team is well represented. Last school year, the team consisted of mostly ELA coaches. I firmly believe that teachers should have input in the creating of a new Curriculum because they are the ones that are going to teach it. I also believe that with more teachers on the team, the rest of the teachers will feel more represented. The debriefing process was also very effective. It was good to see that most of us are on the same page regarding what worked and what didn't work with last year's Curriculum Guide. It also helps us move forward and hopefully improve the Curriculum Guide for the upcoming school year. The UbD model is a new way of thinking that works for the purposes of creating Curriculum Guides. The three stages in the model will help lead us in the right direction. Stage 1 encompasses the overall learning goals and outcomes, stage 2 is the creation of assessments based on the learning goals, and stage 3 is developing the Learning plan, or daily instructional plan, that will lead students to meeting the learning goals for each unit. The stages go from broad to specific, which I believe is necessary in order to create an effective Curriculum Guide.

Date: 6/14/16

Site: Paramount Unified School District Office

Time: 8:30 – 3:00 p.m.

Cumulative Total hours: 6.5 hours

Topic: Curriculum and Development Team (CADT) meeting

Activity: Today we looked at the Common Core State Standards, specifically at the Reading Literature and Reading Informational text standards. I am on the 3<sup>rd</sup> grade curriculum development team, so I focused on third grade standards. Our task was to break into grade level teams of 2-3 people and “dig into” the standards and come up with a general understanding, an essential question, and the 1/13 responsibility for each standards. We added those components for each standard onto a “live document” using Office 365. When we finished “breaking apart” the standards, we came back as a whole and calibrated the understandings, essential questions, and 1/13 of responsibility that we had created as grade level teams. During this activity, we went through the responses of each grade level and decided whether we agreed with what was written or if we wanted to make modifications.

Reflection: Today’s activity was very time consuming and difficult, but necessary. I got a much better understanding of the standards. We were able to break them apart and make them more significant. The general understanding consisted of restating the standard in a short phrase, the essential questions is turning the understanding into a broad question that can be answered when the standard is mastered, and the 1/13 of responsibility is a term used by our school district that tells what each grade level is responsible for. The calibration activity really brought all grade level teams together. It was nice to see how all the standards are related and build upon each other as the grades progress. As a k-5 ELA instructional coach, this activity was beneficial because we were able to delve deeper into the ELA standards for all grade levels and come to a consensus on the understandings and essential questions.

I believe that teachers will find this document very helpful when planning. It will also help the CADT team when developing the curriculum.

Date: 6/15/16

Site: Paramount Unified School District Office

Time: 8:30 – 3:00 p.m.

Cumulative Total hours: 6.5 hours

Topic: Curriculum and Development Team (CADT) meeting

Activity: Today’s activity was the same as yesterday. However, we focused on the Reading Foundational Skills and Speaking and Listening Standards. We got into grade level groups and used Office 365 again to add to the same document we used yesterday, using the same three columns: General Understanding, Essential Question, and 1/13 responsibility. When we finished, we came back as a whole and calibrated. During calibration, we came to a consensus as to whether or not we agreed with what the grade level teams wrote or if we wanted to modify. The goal is that the same language is used throughout the grade levels.

Reflection: The activity today was much easier and faster. I think that was because we had spent so much time yesterday that we had a better understanding of the expectations today. Using technology to get this activity done was also very helpful. In the past, different teams create their own documents and then share with the rest by speaking about it or projecting it on a screen.

Using Office 365 from Microsoft allows multiple users to write on the same document, at the same time using more than one device. The Curriculum Specialist created the document with the standards already there and with the different columns for each grade level. In this way, all grade level teams were able to input their information on one document as we worked. This tool also made calibration easier since all the information was already in one place. This technological tool is a great way for teachers to collaborate.

Date: 6/16/16

Site: Paramount Unified School District Office

Time: 8:30 – 3:00 p.m.

Cumulative Total hours: 6.5 hours

Topic: Curriculum and Development Team (CADT) meeting

Activity: Today we began creating the new Curriculum Guides for Unit 1 using the new ELA program, *Wonders*. This program includes a section at the beginning of the year called “Start Smart” in which teachers have 2-3 weeks to introduce students to the routines and procedures for ELA. Our task was to break into grade level teams and plan the first 2-3 weeks of school using “Start Smart.” For the second half of the day, a consultant from *Wonders McGraw-Hill* came in and gave us an overview of the components of the ELA program.

Reflection: I would have loved to have received this training this morning before starting the Curriculum Guide. I would have had a better understanding of the “Start Smart” curriculum. After the consultant’s presentation, I feel more confident about the program and its components, as well as better prepared to create a Curriculum Guide using the program. I am especially excited to begin using the online component of the program. Since most resources that are in print are also available digitally, it will be interesting to see how many teachers will decide to use the digital components of the program.

Date: 6/17/16

Site: Signal Hill Elementary School

Time: 7:45 – 2:30 p.m.

Cumulative Total hours: 6.75 hours

Topic: Library – Dewey Decimal System, Weeding out

Activity: One fourth grade classroom went into the library today. Ms. Patterson checked them in and then students looked for books. Then she read them a story about the Dewey decimal system titled “Dewey and the Alien,” which was written as a PowerPoint presentation. Two kindergarten classes also came in during the day. Ms. Patterson sang a song with them and read them books about gardens. Since third grade classes were out on a field trip, we had a long time without classes. During this time, I helped Ms. Patterson place books back on the shelf, weed out books, and mark them for discarding.

Reflection: I was not familiar with how the Dewey decimal system works until today. The story Ms. Patterson read was very informative, but fun and interesting for students. It was great that she converted a story that she found online into a PowerPoint presentation to share with students. Putting the books back on the shelves also helped me learn more about the Dewey decimal system. What I found the most interesting was the weeding and discarding process. Ms. Patterson and I looked through some old books and took out the ones that were torn or outdated. She showed me how to scan and input the weeded out books into the computer and mark them

for discarding. The most difficult part of the process was deciding which books to keep and which to discard because we would love to keep all of them.

**Total hours for the week: 33.25 hours**