

## Fieldwork Activities in MSE Secondary Education

Course	Topics
<b>EDSC 501</b> Graduate Studies in Secondary Education	Students complete a diversity survey where they report on the diversity of <b>their employment setting</b> .
<b>EDSC 506</b> Graduate Studies in Secondary Writing	Students complete a writing survey and a writing history essay. Both assignments are designed to provide their instructor with a better picture of who the candidates are as writers. The essay prompt—as well as many of the survey questions--ask candidates to <b>reflect on their classroom experiences</b> . In an activity focused on writing across the curriculum, candidates frame a writing task or assignment that helps students achieve an objective specified by the candidate's content standards. Students write a report to a fictional assistant superintendent regarding the <b>state of writing in their department</b> . Students cannot complete these assignments without <b>using real-life examples from their district, school, and classroom settings</b> .
<b>EDSC 522</b> Family, Community, and Professional Partnerships	Key issues regarding diverse families are addressed with students conducting field research, examining current and past research, looking at current topics, and investigating personal experiences and bias. Topics include socioeconomic, family diversity, second language families, culture differences, gender issues, immigration, and technology. Students conduct <b>field research</b> that includes the above topics through surveys and interviews.
<b>EDSC 530</b> Graduate Studies in Mathematics Education	Students develop skills in research-based instructional and assessment strategies and develop a unit plan that utilizes these strategies in their middle school mathematics classroom. They then <b>implement and evaluate those strategies in their classroom</b> .
<b>EDSC 535</b> Survey of Educational Research	To practice the processes involved in both qualitative and/or quantitative research, students <b>collect and analyze data in response to a relevant issue or question related to their own classrooms</b> . In no more than 2 pages each researcher discusses the processes of the research including insights and questions that result from the data analysis. This write-up is presented along with the raw data. Additionally, students work in groups to design a method for answering a given research question. The response includes a rationale as well as a discussion of the participants, instruments, procedures, and data analysis techniques.
<b>EDSC 536</b> Curriculum Theory and Development	Students complete two assignments that require them to make connections between theory, policy, and practice. In one, they analyze how implementation of accountability measures associated with NCLB has impacted their classroom practice. In a second assignment, they evaluate how the California curriculum reform has shaped their curricula and instruction, and assessment. Both assignments require students to <b>use real-life examples</b> from their district, school, and classroom settings.
<b>EDSC 550</b> Instructional Strategies	Students develop skills in research-based instructional strategies and develop a unit plan that utilizes these strategies in their content area. They then <b>implement and evaluate those strategies in their classroom</b> .
<b>EDSC 591</b> Professional Seminar in Secondary Teaching	<p>591 centers on the student's analysis of artifacts from their own classroom. The class is modeled on the activities required by the National Board for Professional Teaching Standards Assessment. The assignments are designed to build on one another and work together to increase reflection and professional learning. Students begin the semester by choosing one of their classes to study in more depth throughout the semester. They <b>write a reflective description of that class</b>, following National Board guidelines. Next, they study the appropriate National Board and California teaching standards. <b>Using the class they chose, students write a detailed analysis of the ways their class and the lessons and activities within it do and do not show evidence of meeting the standards</b>. Students then choose two lessons they will be teaching in about 2-3 weeks. Using a protocol we develop in class, <b>students participate in a mini-lesson study</b>, examining the lessons.</p> <p>Next, students are <b>expected to videotape the teaching of at least one of these lessons</b>. Students are expected to share these videotapes in class where we discuss how the lesson went, particularly compared with the lesson study discussions. After we view the videotapes in class, <b>students write a short paper, reflecting on the entire process (including the in-class discussions)</b>.</p> <p>Students next step is to carefully analyze student work. Prior to teaching the videotaped lesson, <b>students choose 2-3 students from whom they collect artifacts of their work from the lesson</b>. They bring enough copies of the work for everyone in the class. Again using the protocol we develop in class, they examine student's work.</p>

	<p>Students have 3 options for their final project in the class, each of them drawing on their classrooms.</p> <ul style="list-style-type: none"> <li>• If students intend to pursue national boards and have been given instructor approval to proceed, their final project is to complete drafts of 3 of 4 portfolio entries.</li> <li>• If they do not intend to pursue National Board certification, students have two options— (1) a mini-action research project; (2) leadership plan/proposal for changes to make at their school, in their department, in their own practice.</li> </ul>
<b>Culminating Experience</b>	<p>In all culminating experiences, students draw on <b>what goes on in their district, school, and classroom</b> as they synthesize links between theory, policy, and practice.</p>