

Fieldwork Goals for Fall 2008

Name: Bobby Pelz School: Cupertino High School

- Goal:** Leadership – Serve as the leader of the VMC senior English class collaboration team.
Current Baseline information (your experience): Senior member of the team – 3rd year teaching the curriculum - currently serving as the team leader.
UHSL Standard Addressed: Leadership concepts and management strategies
Evidence of completion: Feedback from team members, new VMC curriculum
Activities: Continue meeting to develop and implement new VMC curriculum, implement changes to the curriculum successfully, make inclusion a universal part of the program, analyze best practices
- Goal:** Management – Understand student resources and share with team
Current Baseline information (your experience): Currently teaching inclusion class with special education teacher – working closely with special education program to support all students
UHSL Standard Addressed: Facilitating Collaborative Change
Evidence of completion: Include use of student resources into VMC curriculum.
Activities: Determine student resources available and debrief team – collaborate on ways to incorporate resources available into current curriculum
- Goal:** Equity – Develop equity plan to be implemented as part of the VMC curriculum.
Current Baseline information (your experience): Plenty of background knowledge on social justice and diversity from education program at the University of San Francisco
UHSL Standard Addressed: Building Equity in Diverse Communities
Evidence of completion: Inclusion of social justice and diversity practices in the VMC curriculum
Activities: Develop a unit on diversity that can be utilized as part of the curriculum
- Goal: Define Action Research Project with School Team
Begin to integrate issues of equity/C.A.R.E.**
Current Baseline information (your experience):
Evidence of Completion:
Activities:
Timeline:

Approval of Activities and Goals: Due: Sept. With Approval Signatures.

Principal Signature: _____ Student Signature: _____

Fieldwork Supervisor: _____ Date: _____

Fieldwork Goals: Draft Due Sept. , Final Due: Sept. , Evaluation Due Dec.

Goal Update - December 2008

1. **Serve as the leader of the VMC senior English class collaboration team**

a. It has been a difficult semester leading the team but I think it has ended really well. The team consists of a very eclectic group and I was not ready for the different situations I would encounter and the difficulty I would have in bringing us together into a cohesive unit. One teacher is brand new, one has a few years of experience but is new to the school, and one is in her second year and has a unique personality. All of the teachers on the team are new to the class. I am the only one who has taught it before and the years that I taught it were difficult and confusing years for the class program. In addition, my current class situation is a completely different inclusion class and I have had to learn how to support the team members while trying to develop my own unique class with Charity as my partner. I did not anticipate the varied amount of support the other teachers would need. One teacher might be totally comfortable working alone without much contact with the group, while another teacher might need to be walked through the curriculum several times. I also did not anticipate that one issue might need to be talked about several times before all teachers remember it and accept it as part of the program. Cohesion has also been identified as an issue. This has been a difficult concept because my philosophies on how cohesive the team needs to be are not the same as others. I believe in collaboration and common tasks, but the school culture desires more cohesion than that. Getting used to staying on top of exactly what my team members are doing has been difficult. In response to all of these issues I increased the number of meetings with team members to better support the new teachers and keep the team on the same page with curriculum. I have been working hard to use the strategies learned in class and keep the team successful. I feel that my meeting management skills have improved and my ability to communicate and inspire a shared vision is getting better. So far it has been successful and the team feels really good about what we have done and where we are going.

2. **Understand student resources and share with team**

a. I have had some preliminary discussions with members of the team this year and we have identified an issue with diverse student ability levels within our program. The original VMC class was not designed for a class of extremely mixed ability levels and thus it needs to be redesigned to meet our new population of students. I am currently working to scaffold assignments with Charity as part of our inclusion team. We have had a lot of success in some areas but still need to work on others. I believe we have had the most success with a slower pace that goes more in-depth on topics and our "resubmit" policy. It has also been extremely helpful to work together with Charity on developing appropriate expectations for students based on abilities. Since that is not possible in all classes, we still have to work out a way to make it practical. I still have not had a chance to see what other support options we have available on campus. Eventually I plan to present our work to the team, but I have not determined how yet.

3. **Develop equity plan to be implemented as part of the VMC curriculum.**

a. I have been teaching a concept that I call "Dropping Knowledge" for a long time. It is based off of a worldwide project of the same name. A website was created and citizens of the world were asked to submit questions that they want to have answered. They can range from the most difficult and philosophical to the most simple and direct. Those questions were submitted to, and answered by, one-hundred and fifteen of the world's great thinkers. Since most of the questions dealt with social justice and diversity, I thought it would be better to pose those questions to the next generation. After all, they are responsible for implementing the solutions that are developed. In the past, I have only done "Dropping Knowledge" in my own classroom and it has not been structured well. This year I am trying to structure it more and develop ways to have it implemented in the classrooms of my team members. I finally got my chance when the team decided to start working on the ERWC program. We decided as a team to teach a unit called "The Value of Life" from that program. The "Dropping Knowledge" program includes a component on the value of life as well and there is a perfect link between the unit and the program. I developed a handout and a set of videos from "Dropping Knowledge" that can directly support and enhance that unit. I hope to have the team use that program and next semester and if the feedback is positive, I hope to increase the usage of "Dropping Knowledge" throughout the curriculum for all team members next year.