PRACTICUM SEMINAR
TEACH ED 378—Humanities
Spring Quarter 2003
Wednesdays—1:30-3:30—Annenberg G30

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The Practicum Seminar provides an open forum for each of you to share your observations, questions, discoveries and reflections during the Practicum in your assigned schools.

Equally, each week’s seminar addresses various topics on teaching and learning that are preparatory to the Student Teaching quarter. The topics of the seminar and those of the methods classes are designed to be complementary and mutually reinforcing.

**Keeping weekly field notes is a requirement for all students in the Practicum.**
Additionally, students will submit journal entries or reflective essays that address the topics indicated on the syllabus. Students will also create a preliminary classroom management plan. This written work, reflecting your thinking, your problem-solving, and even some of your early teaching segments, will serve as the beginnings of what will eventually become the Professional Portfolio, a work that grows in size and shape during the student teaching quarter—and beyond that, into a career.

Components of assessment in this seminar are: (a) your **weekly** attendance as well as your willingness to share, reflect, and learn from others (20%); (b) the quality of assigned written reflections (40%); (c) the evaluation from your mentor/s at the practicum site (10%); (d) the quality of your final portfolio entry and management plan (30%).


Course Packet—Practicum Seminar: Humanities TEACH ED 378-0

*Text is available at Norris Bookstore
*Packets are available at Quartet Copies, 818 Clark Street, Evanston

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*The guiding principle of the School of Education and Social Policy lies in our vision of learning, learners, and teaching as interdependent and ever changing. We understand that learning takes place in all stages of life and in many different settings, not only in schools. We view increasing diversity in the world as a rich resource for authentic learning. Ours is a vision firmly grounded in social practice, and we actively connect pedagogical theory to everyday experience in the classroom and beyond. Through research and reflection, we seek to understand the nature of learning communities and how innovations in pedagogy, technology, and social policy can improve our institutions and our lives.*
April 2

- Introductions and Overview
- Reflective Journals and Essays
- Impressions of your school sites thus far, with focus on the “culture” of the school: its various populations, policies, procedures, expectations, and standards.
- Practicum Agreement and Logs (Interview due with Practicum Agreement 4/23)
- Observation Skills and Field Note Techniques/ Video Observation

Illinois Professional Teaching Standards (IPTS) #1 and #10
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards #1 and #9
Conceptual Framework (CF) 1.1, 2.1, 3

April 9

- Open forum: Each week we will open with a discussion of your experiences at your practicum sites. This is an opportunity to learn from your colleagues as you begin to develop your philosophy of teaching and learning. Please bring observations, reflections, concerns, and questions to share.


Observation: Lesson Planning—The Shape and Structure of a Lesson
What are the goals/objectives of the lesson? What are the learners doing?
(See handout for additional questions to guide your observation)

REFLECTIVE JOURNAL: What are your impressions of your practicum site thus far? Of the students? Of the teachers? What has surprised you? What has delighted you? What concerns you about your practicum? What new questions do your observations raise for you?

Based on your reading each week, please prepare a talking point you would like to discuss.

Readings: Found in Course Packet (pp. 1-55)
“Reflecting on Field Experiences: Fieldwork Logs”
“Model Reflective Journal Entry”
“An Ethnographic Perspective”
“What is Backward Design?”
“Planning Frames”
“Lesson Plan Templates”
“What Facets Imply for Unit Design”

(IPTS #4, #6 and #10)  (INTASC Standards #4, #7 and #9)  (CF 1.2, 1.3, 2.1, 3)
April 16 Class 3

- Open Forum
- Learning Styles
- Multiple Intelligence Theory
- Bloom’s Taxonomy

Observation: Observe your best teachers—the students. (See handout)

REFLECTIVE JOURNAL: Observe a single student all during the week. Why did you choose this particular student? When is that student most engaged? Describe his relations with his teacher/with other students. What is her attitude toward school/this class?

Reading: Excerpts from Multiple Intelligences in the Classroom
- “The Foundations of the Theory of Multiple Intelligences” (p. 56)
- “Describing Intelligences in Students” (p. 62-73)

(IPTS #3 and #6) (IPTS—Language Arts #3) (INTASC Standards #3 and #4) (CF 1.1, 2.2, 3)

April 23 Class 4

- Open Forum
- Teaching Diverse Learners
- Differentiation

Observation: What evidence do you see of differentiation or personalized instruction? What strategies are used to accommodate diverse learner needs?

Readings: “Mapping a Route Toward Differentiated Instruction” (p. 74)
- Excerpts from Becoming a Successful Urban Teacher:
  - “Rethinking Your Culture of Education” (p. 79)

Field Notes will be collected

(IPTS #3) (IPTS—Language Arts #3) (INTASC Standards #3) (CF 2.1, 2.2)

April 30 Class 5

- Open Forum
- Assessment
- Assessment Options/Advantages and Limitations

Observation: Design of Assessments, Rubrics, and Grading. If possible and with permission, please bring an assessment used at your practicum site.

REFLECTIVE ESSAY: A written response to the reading. (See handout)

Readings: Excerpts from Educative Assessment (p. 92)
- Excerpt from Backward Design: “Thinking Like an Assessor” (p.109)

PRACTICUM CONTRACTS DUE (Include interview with mentor)

(IPTS #8) (IPTS—Language Arts #3) (INTASC Standard #8) (CF 1.1, 1.3, 3)
May 7

- Open Forum
- Introduction to the Professional Portfolio and Collection of Artifacts
- Strategies for Effective Classroom Management
- Classroom Expectations and Student-Teacher Relationships
- Developing a Preliminary Management Plan

**Observation: Classroom Management Techniques**

**Reading:** “Dealing with Student Behaviors” (p. 130)
“Discipline: Early Fears and Later Realities” (p. 153)
Excerpts from *Becoming a Successful Urban Teacher* (p. 157)

**Bring:** Your copy of How to Develop a Professional Portfolio
Written class policies and expectations (if available)

**Prepare An Effective Strategy to Share (Due 5/21)**
(IPTS #5) (INTASC Standard #5)

May 14

- Open Forum
- Effective Discussion Techniques
- Patterns of Classroom Discourse

**Observation: Question Design and Discussion Techniques**

Use one template for Patterns of Discourse (p.204 & 205) to record the pattern of discussion.

**REFLECTIVE ESSAY:** Effective Discussion Techniques in your Content Area

**Reading:** “Improving Discussion Questions: Is Anyone Out There Listening?” (Pp.179-218)
“How to Lead a Class Discussion” “Patterns of Classroom Discourse”
“Silent Voices” “Girl Talk/ Boy Talk”
“Asking Questions” “Strategies for Cooperative Group Work”

(IPTS #6 and #7) (IPTS—Language Arts #1and #3) (INTASC Standards #4 and #6) (CF 1.2, 1.3)

May 21

- Open Forum
- Sharing Effective Teaching Strategies
- Technology for Teachers (Guest Instructor)

**Observation: Effective Teaching Strategies/ Activities/ Techniques.**
Identify a teaching strategy or activity you find particularly effective. Refer to pages 219-228 in the course packet to serve as a guide.

**Bring an effective teaching strategy/ activity to share.** Describe an effective strategy or classroom technique. Explain why you found this strategy to be particularly effective. These should be typed and in a format that can be copied and shared with your classmates.

If possible and with permission, bring mentor handouts or written materials detailing this effective strategy/activity.

**Readings:** “Renewing Our Schools: An Emerging Consensus” (p. 219)

(IPTS #1, #6) (IPTS—Language Arts #3) (IPTS—Technology # 2) (INTASC #1, #4) (CF 1.2, 1.3, 1.4, 3)
May 28

• Open Forum
• Guest Instructor: Mr. Dan Schwartz, Principal – Carleton W. Washburne School
• Middle School Philosophy
• Middle School Structure

Preliminary Management Plan Due

Field Notes will be collected

Readings: From Teaching Ten to Fourteen Year Olds (To be distributed)

(IPTS #2 and #5) (INTASC Standards #2 and #5) (CF 3)

June 4

• Viewing Teaching on Videotape/ Understanding Classroom Interactions
• Final Reflections
• Evaluations

Reading: “Viewing Teaching on Videotape” (p. 229)
“Maintaining a Life” (p. 232)

FINAL REFLECTIVE ESSAY FOR PORTFOLIO DUE

PRACTICUM EVALUATIONS FROM MENTOR/S DUE

PRACTICUM LOGS DUE

SELF-ASSESSMENT DUE

(INTASC Standard #4 and #9) (IPTS #6 and #10) (CF 1.1, 1.2, 3)

There is also a payoff for us, too. If we decide to commit ourselves to this work I regard as sacred, we embark on an intriguing course. For in taking care of young adolescents by sustaining their spirits, nourishing their minds, feeding their hunger for self-definition, and affirming their existence, we also take good care of ourselves—upholding our own spirits, stretching our minds, and defining ourselves as “teachers of young adolescents,” affirming our own existence.

Chris Stevenson
Teaching Ten to Fourteen Year Olds

WRITTEN WORK IN THE PRACTICUM SEMINAR
**Field Notes:**
You are required to keep a notebook for field notes collected during your observations. These will be collected occasionally as indicated on the syllabus. The field notes will serve as the foundation for your written assignments. They may also prove valuable in preparing your final reflection.

**Reflection:**
The mission of the NU teacher education program is to “foster improvement and innovation through inquiry grounded in reflection and research.” Therefore, we will work to become reflective in our practice as teachers. The written assignments will allow you to reflect upon and analyze your own learning in a deliberate manner. Reflective journals and essays are useful “write-to-learn” tools and can document your thinking as well as your personal growth. They will involve you in metacognition—thinking about thinking. In teaching, metacognition “includes the ability of teachers to examine their own concepts, theories, and beliefs about teaching, learning, and their subject matter, and the ability to monitor their decisions about what and how they teach” (Posner, *Field Experience*, p. 24). Your written work will help you begin this process.

As indicated on the syllabus, you will submit written reflections which reveal your thinking, your problem solving, and your inquiry into teaching and learning. Each week you will be given a focus for your observation and reflection. However, you are not limited to that topic. Feel free to write about the most significant, enlightening, or confounding experience of the week. You will also be given a series of questions to direct your observations. Do not feel compelled to answer every question. They are simply intended to prompt your thinking.

In general, your written reflections should address some pivotal moment, some fresh insight, or some new question. They should also move beyond mere description of an observation, giving evidence of careful reflection and analysis. You might be guided by the following:

- What implications does this have for my teaching?
- What new questions does this raise for me?
- How have my perceptions about teaching or learning changed this week?

A detailed explanation can be found in “Reflecting on Field Experiences: Fieldwork Logs” located in the Course Packet.

**Reflective Journals:**
Journal entries are expressive, informal reflections. **You** will be the primary audience for these journals (although I will ask to read them as well). These journals are designed to help you articulate new discoveries, new questions, and new perspectives. They should serve to clarify your emerging thoughts about teaching and learning.

**Reflective Essays:**
Reflective essays are more formal in nature and should involve a more developed treatment of the subject. These will be written with a public audience in mind. As such, be sure to pay attention to the standard conventions of good written expression. A model of a reflective essay can be found on page 7 of the course packet.

In all written work, be sure to connect the readings and our discussions on a given topic to your reflections.

* Please note the distinction between the reflective journals and reflective essays on the syllabus.