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 of 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 Digital 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 (which includes completion of the assigned talking points on CMS) (40%); (c) written field notes and the evaluation from your mentor/s at the practicum site (10%); (d) the quality of your final portfolio essay and management plan (30%).

**Required Text:**
*Text available at Norris Bookstore

**Required Course Packet**—Practicum Seminar: TEACH ED 378 & 379
*Available at Quartet Copies, 825 Clark Street, Evanston
School of Education and social Policy Conceptual Framework

“As active participants in the field of education, our candidates will strive for improvement and innovation based on inquiry that is grounded in reflection and research. The candidates will have

1. **A vision of learning** that focuses on:
   1.1 Understanding student thinking about the subject matter,
   1.2 Reflection and research as a means of learning,
   1.3 Learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs, and work together to address questions and concerns;
   1.4 Authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom, and
   1.5 The use of technology by extending learning opportunities and thinking.

2. **A vision of the learner** that focuses on:
   2.1 Lifelong learning and development shaped by social contexts
   2.2 Student diversity as resource for educational community.

3. **A vision of teaching** that focuses on:
   3.1 Connection of theory to practice, where candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory
   3.2 Professional conduct that is responsible and ethical.”

This course will emphasize the following elements of the Conceptual Framework: 1.) A vision of learning—1.1, 1.2, 1.3, 1.4; 2.) A vision of the learner—2.1, 2.2, and 3.) A vision of teaching—3.1, 3.2

School of Education and Social Policy—Academic Integrity Statement

Students in this course are expected to comply with the policies found in the booklet “Academic Integrity at Northwestern University: A Basic Guide.” Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: [www.northwestern.edu/uacc/](http://www.northwestern.edu/uacc/). If you need a copy of the brochure, visit the SESP Student Affairs Office.

COURSE POLICIES AND PRACTICES

Field Notes:
You are required to keep field notes during your one hundred hours of observation. These will be collected as indicated on the syllabus. The field notes will serve as the foundation for your written assignments.

On-Line Discussion Board:
As indicated on the syllabus, you will occasionally be asked to submit your thoughts to an on-line Discussion Board located on the Course Management System (CMS). Your submissions must be received by the Tuesday before class. (Your comments may be brief; a few sentences will suffice.)

To reach CMS, go to courses.northwestern.edu, then find Spring 2005 TEACH ED 378 or 379 Practicum Seminar; click on Communication; then click on Discussion Board; then click the Discussion Board you wish to enter.
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 observations and reflections. 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 and should give evidence of careful reflection and analysis. Written reflections must also connect to the week’s reading in some meaningful way.

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. 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, and they should connect to the week’s reading.

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. Model reflective essays can be found on page 12 of the course packet.

* Please note the distinction between the reflective journals and reflective essays on the syllabus.
March 30

- 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 Agreements, Interview and Logs (Agreement and Interview due April 20)
- Observation Skills and Field Note Techniques
- Introduction to Lesson Planning

Illinois Professional Teaching Standards (IPTS) #4 and #10
Conceptual Framework (CF) 1.2, 1.3, 2.1, 3.1, 3.2.

April 6

- 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.

- Lesson Planning—“Backward Design,” Shape and Structure of a Lesson: goals and objectives, anticipated student outcomes, beginnings and endings, student activities, assessment of learning.

- Bloom’s Taxonomy

Assignments for April 6

1.) Observation: Lesson Planning—The Shape and Structure of a Lesson
What are the goals/objectives of the lesson? What are the learners doing?
(See page 1 of the course packet for questions to guide your observations)

2.) 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?

3.) On-Line Discussion Board: For this week, please discuss your reactions to the idea of “Backward Design.” Does this concept make sense to you? Is it a good way to begin planning? Why or why not? (Your comments may be brief; a few sentences will suffice.) Please submit your ideas by Tuesday April 5.

4.) Readings: “An Ethnographic Perspective” (Distributed in class.)

5.) Readings Found in Course Packet (pp. 1-69)
   Excerpts from To Teach: The Journey of a Teacher
   “Reflecting on Field Experiences”
   “Model Reflective Journal Entries”
   “Negotiating a Role and Developing Professional Relationships”
   “What is Backward Design?”
   “Lesson Plan Template”
   “What Facets Imply for Unit Design”
   “Essential Skills for New Teachers”
   Bloom’s Taxonomy of Thinking Skills

6.) Bring course packet to class

(IPTS #2, #4, #6, #8 and #10) (CF 1.1, 1.2, 1.3, 1.4, 3.1)
April 13  Class 3

- Open Forum
- Learning Styles
- Multiple Intelligence Theory

Assignments for April 13

1.) **Observation:** Observe your best teachers—the students.  (Course packet p. 70)

2.) **REFLECTIVE JOURNAL:** Observe a single student during the week. Why did you choose this particular student? When is that student most engaged? How might knowledge of Multiple Intelligences be helpful in teaching this student? Describe his relations with his teacher/other students. What is her attitude toward this class?

3.) **Reading:** Excerpts from *Multiple Intelligences in the Classroom* (Packet—pp. 70-122)
   - Graphic Organizers
   - Learning Styles
   - Excerpts from *Teaching With the Brain in Mind*

4.) **Bring course packet to class**

(AIPTS #2, #3 and #6) (IPTS—Language Arts #3) (CF 1.1, 1.2, 1.4, 2.1, 2.2, 3.1)

April 20  Class 4

- Open Forum
- Differentiation
- Teaching in an Urban Setting

Assignments for April 20

1.) **Observation:** What evidence do you see of differentiation or personalized instruction? What strategies are used to accommodate the needs of diverse learners?

2.) **Readings:** “Mapping a Route Toward Differentiated Instruction” (Packet—p. 123)
   - *Becoming a Successful Urban Teacher*  (Chapters 2 and 6)

3.) **Discussion Board:** What are your reactions to the readings from *Becoming a Successful Urban Teacher?* Any “aha” moments or points of doubt?

4.) **Field Notes will be collected**

5.) **PRACTICUM CONTRACTS DUE** (Include interview with One of your mentors)

(AIPTS #3) (IPTS—Language Arts #3) (CF 1.1,1.3, 1.4, 2.1, 2.2, 3.1, 3.2)
April 27

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

Assignments for April 27:

1.) Observation: Design of Assessments, Rubrics, and Grading. (Course Packet p. 137)

2.) REFLECTIVE ESSAY: A written response to the reading. (Course packet p. 138)

3.) Readings: Excerpts from Educative Assessment (Packet—pp 139-182)
   Excerpt from Backward Design: “Thinking Like an Assessor”
   Assessment Design Checklist
   “Why Use a Rubric?”

4.) Also Read: Becoming a Successful Urban Teacher (Chapter 8)

5.) Discussion Board: Any “aha” moments or points of doubt from the reading?

   (IPTS #8 and #10)  (IPTS—Language Arts #3)  (CF 1.1, 1.2, 1.3, 1.4, 3.1)

May 4

- Open Forum
- Strategies for Effective Classroom Management
- Classroom Expectations and Student-Teacher Relationships
- Developing a Preliminary Management Plan

Assignments for May 4

1.) Observation: Classroom Management Techniques (Course packet p. 183)

2.) Reading: (Packet—pp 186-231)
   “Keys to Classroom Management”
   “Giving Teenagers Some Space”
   “Giving Students What They Need”
   “Dealing with Student Behaviors”
   “It’s Hard to Learn When You’re Scared”
   “Discipline: Early Fears …”

3.) Also Read: Becoming a Successful Urban Teacher (Chapters 3 and 4)

   (IPTS #5)  (CF 1.2, 1.3, 3.1)
May 11

Class 7

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

Assignments for May 11:

1.) Observation: Question Design and Discussion Techniques  (Course packet p. 232)

2.) REFLECTIVE JOURNAL: Use one of the templates for Patterns of Discourse (p.256 or 257) to record the pattern of discussion. Include this template with a just a paragraph or two analyzing what you have observed and your response to those discoveries.

3.) Reading: (Packet—pp 233-262)
   “Improving Discussion Questions: Is Anyone Out There Listening?”
   “How to Lead a Class Discussion”
   “Silent Voices”
   “Asking Questions”
   “Patterns of Classroom Discourse”
   “Who Am I as a Learner?”

4.) Also Read: Becoming a Successful Urban Teacher (chapter 7)

(IPTS #4, #5, #6 and #7) (IPTS—Language Arts #1and #3) (CF 1.1, 1.2, 1.3, 1.4, 3.1)

May 18

Class 8

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

Assignments for May 18:

1.) Preliminary Management Plan Due

2.) Field Notes will be collected

(IPTS #2 and #5) (CF 2.1, 3.1)
May 25

• Open Forum
• Sharing Effective Teaching Strategies

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<tr>
<th>Assignments for May 25:</th>
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<tr>
<td>1.) Observation: Effective Teaching Strategies/ Activities/ Techniques. Identify a teaching strategy or activity you find particularly effective. Refer to pages 263-280 in the course packet to serve as a guide.</td>
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<td>2.) Bring an effective teaching strategy/activity to share. Describe an effective strategy or classroom activity that you have seen employed in the classroom or that you remember from your own schooling. In one or two paragraphs, explain why you found this strategy to be particularly effective. This description should be typed and in a format that can be copied and shared with your classmates. (However, you only need to provide 1 copy.)</td>
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<td>If possible and with permission, bring mentor handouts or written materials detailing this effective strategy/activity.</td>
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<td>3.) Readings: “Renewing Our Schools: An Emerging Consensus” (Packet--pp. 263-280) “Boredom and Its Opposite” “Five Propositions of Accomplished Teaching” (IPTS #1, #6) (IPTS—Language Arts #3) (IPTS—Technology # 2) (CF 1.1, 1.2, 1.3, 1.4, 3.1)</td>
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June 1

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

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<th>Assignments for June 1:</th>
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<tr>
<td>1.) Reading: “Viewing Teaching on Videotape” (p. 281) “Maintaining a Life” (p. 284)</td>
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<td>2.) FINAL REFLECTIVE ESSAY FOR PORTFOLIO DUE</td>
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<td>3.) PRACTICUM EVALUATIONS FROM MENTOR/S DUE (Your final grade cannot be recorded until evaluations have been received.)</td>
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<td>4.) PRACTICUM LOGS DUE</td>
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<td>5.) SELF-ASSESSMENT DUE</td>
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(IPTS #10 and #11) (CF 1.2, 1.3, 1.4, 3.1, 3.2)

“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