Northwestern University

The School of Education and Social Policy

PRACTICUM SEMINAR
Science and Mathematics

ED 379      Spring Quarter 2003

Wednesdays, 2:00 - 4:00  Room G30, Annenberg Hall
Instructor: Robert Horton
The Practicum Seminar provides an open forum for each of you to share your observations, questions, discoveries and reflections during this grand adventure of 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 a weekly journal is a requirement for all students in the Practicum, with submission of a journal entry each week that addresses the topic indicated on the syllabus. The journal entries, reflecting your thinking, your problem-solving, and even some of your early teaching and supervising 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; (b) the quality of assigned journal reflections; (c) the evaluation from your mentor(s) at the practicum site; (d) the quality of your final portfolio entry and management plan.

Required Texts:

Course Packet—ED 379 Practicum Seminar/Science and Mathematics

---

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  Observing  Class 1

- Introductions and Overview
- Reflective Journals
- Impressions of your school sites thus far, with focus on the “culture” of the school: its various populations, policies, procedures, expectations, and standards.
- **Classroom Standards** (State K-12 Content Standards) and **Professional Standards**:
  - Illinois Professional Teaching Standards (IPTS),
  - Interstate New Teacher Assessment and Support Consortium (INTASC),
  - Content Standards, Technology Standards and Language Arts Standards.
- Practicum Contracts and Logs
- Interviewing Techniques (**Interview due with Practicum Agreement – 4/23**)
- Observation Skills and Field Note Techniques

**Readings:**
- “Reflecting on Field Experiences: Fieldwork Logs”
- “Sample reflective Journal Entry”
- “An Ethnographic Perspective”

(INTASC #1, #9)

April 9  The Portfolio  Class 2

- Introduction to the Professional Portfolio and **Portfolio Entry (Due 5/4)**
- Linking Standards to your Portfolio
- Open Forum
- Viewing Teaching On Videotape/ Understanding Classroom Interactions

**Observation and Journal Reflection:** Analysis of Teaching

**Readings:**
- “Viewing Teaching on Videotape”
  - *How to Develop A Professional Portfolio: A Manual for Teachers*  
    Pages 1-48.

(INTASC Standards #4 and #6)

April 16  The Lesson Plan  Class 3

- Collect Journal writings. Discuss email - sharing options.
- Open forum: Each week we will open with a discussion of your experiences at your practicum sites. Please bring observations, reflections, concerns, and questions to share. Usually 15-20 minutes.
- Based on your reading assignment for each week, please prepare a “talking point” you would like to discuss in class.

**Observation and Journal Reflection:** Lesson Planning: The Unfolding of a Lesson

**Readings:**
- “What is Backward Design?”
- “Lesson Plan Template”
- “Planning Frames”

(INTASC Standards #7and #9)
April 23 Assessment - Bloom Class 4
- Open Forum
- Bloom’s Taxonomy
- Designing Assessments
- Assessment Options/ Advantages and Limitations

Observation and Journal Reflection: Design of Assessments, Rubrics, and Grading
Readings: “What the Facets Imply for Unit Design”
“Excerpts from Educative Assessment”
“Thinking Like an Assessor”
“Bloom’s taxonomy”
PRACTICUM CONTRACTS DUE (Include summary of interview with mentor)

(INTASC Standard #8)

April 30 Multiple Intelligences Class 5
- Open Forum
- Learning Styles
- Multiple Intelligence Theory
- Differentiation

Observation and Journal Reflection: Observe your best teachers—the students. Observe a single student all during the week. When is that student most engaged? Describe his/her relations with his teacher/with other students. What is her/his attitude toward school/ this class?

Reading: “The Foundations of the Theory of Multiple Intelligences”
“Key Materials and Methods of MI Teaching”
“Mapping a Route Toward Differentiated Instruction”

(INTASC Standards #3 and #4)

May 7 Classroom Management Class 6
- Open Forum
- Strategies for Effective Classroom Management
- Classroom Expectations
- Student-Teacher Relationships
- Developing a Preliminary Management Plan

Observation and Journal Reflection: Classroom Management
Reading: “Dealing with Student Behaviors”
“Discipline: Early Fears and Later Realities”
Bring: Written class policies and expectations in your school (if available)

(INTASC Standard #5)
May 14  Classroom Discussion Techniques  Class 7

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

**Observation and Journal Reflection: Question Design and Discussion Techniques**

Use template for Patterns of Discourse (Distribution of Questions/Responses) to record the pattern of a discussion in one of your classes.

**Reading:** “Improving Discussion Questions: Is Anyone Out There Listening?”
- “How to Lead a Class Discussion”
- “Silent Voices”
- “ Asking Questions”
- “Patterns of Classroom Discourse”
- “Girl Talk/Boy Talk”

(INTASC Standards #4 and #6)

May 21  Classroom Strategies  Class 8

- Open Forum
- Sharing Effective Teaching Strategies
- Technology in your classroom

**Observation and Journal Reflection: Effective Teaching Strategies/ Activities/ Techniques.** Identify a teaching strategy or activity you find particularly effective.

**Bring an effective teaching strategy/ activity to share.** Describe an effective strategy or classroom technique. These should be typed and in a form that can be copied and shared with your classmates.

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

**Readings:**
- “Strategies for Cooperative Group Work”
- “Renewing Our Schools: An Emerging Consensus”

(INTASC Standard #2)
May 28

The Middle School

Class 9

• Open Forum
• Middle School Philosophy
• Middle School Structure

Preliminary Portfolio Plan Due

Readings:

(INTASC Standards #2 and #5)

June 4

Professional Development

Class 10

• Final Reflections
• Evaluations

Reading: “Maintaining a Life”

How To Develop a Professional Portfolio: A Manual for Teachers.

Pages 49-88

FINAL PORTFOLIO ENTRY DUE

PRACTICUM EVALUATIONS FROM MENTOR(S) DUE

PRACTICUM LOGS DUE

(INTASC Standard #9)