Northwestern University 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 to extend learning opportunities and thinking.

2. A Vision of Learners that focuses on:
   2.1 lifelong learning and development shaped by social contexts; and
   2.2 student diversity as a resource for the educational community.

3. A Vision of Teaching that focuses on:
   3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
   3.2 professional conduct that is responsible and ethical.

Dispositions (as implied by the NUCF):
1. Willingness to systematically reflect on one’s own practice. (NUCF 1.2, 3.1)
2. Commitment to understanding students’ thinking about the subject matter. (NUCF 1.1)
3. Belief in the value of seeing students as individuals. (NUCF 2.2)
4. Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
5. Willingness to take the risks associated with engaging students’ interests through real world experiences. (NUCF 1.4)
6. Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)
7. Commitment to conducting one’s self professionally and responsibly. (NUCF 3.2)

SESP 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: http://www.northwestern.edu/uacc/. If you need a copy of the brochure, visit the SESP Student Affairs Office.

Accommodations for Students with Disabilities
"In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has excellent web-site which is viewable at: http://www.stuaff.northwestern.edu/ssl/"
**Purpose of the Seminar**
The purposes of the seminar include coordination of activities relating to the internship/student teaching experience, assistance to students to enrich the experience as much as possible, introduction and/or emphasis of topics pertinent to the success of the experience, facilitation of the development of the student teacher to become a professional teacher as evidenced by competence levels at meeting the goals of the Conceptual Framework and Illinois Teaching Standards, development of appropriate professional dispositions, and answers to questions, possible solutions to dilemmas, and support to students throughout the quarter.

**Requirements**
1. **Attendance.** Attendance at the seminar every week is mandatory. You will have to notify your mentor(s) of your need to be here every Tuesday. Exceptions would be for parent-teacher conferences or Open Houses. Please notify me of those necessities.
2. **Reflective Essays** There are five reflective essay entries. These should be responses to topics and questions on the syllabus (detailed explanations are attached). They should also include reflections on your work and experiences. This is an opportunity to attach questions or concerns for your supervisor. But more importantly, the entries force you to consider what you have done and your growth in your experiences. Constant reflection on your work is a critical element of successful professional development. The last essay is a reflection on the whole student teaching experience, your professional growth, and your fulfillment of the conceptual framework visions, standards, and dispositions. Reflective essays may be included in the portfolio. All reflective essays should be sent to your supervisor with copies to me.
3. **Portfolio.** A digital portfolio of “professional” quality is required before a grade in the seminar will be given. It is also required before Illinois certification is possible. (See digital portfolio handbook.)
4. **Videotape.** You will be required to share a portion of a videotape of your classroom with the class. You will also be required to include a clip in your portfolio.

**Grades**
You will receive one grade for the entire student teaching experience.

- **30%** Field Seminar attendance and participation and the completion of the portfolio with professional quality.
- **30%** Mentor Evaluations (both midterm and final evaluations)
- **40%** Supervisor Observation Reports and Final Evaluation

Although there will be consultation with others, I am ultimately responsible for your grade in the student teaching experience.

**Text**
****Recommended but not required:


**Session 1**
**September 6, 2005**

We will spend time clarifying various matters including agreements, course requirements, and hints about the experience.

Using the evaluation instrument, you will reflect upon and assess your own current level of performance. Part of the session we will spend discussing the formation of professional relationships with your mentors and colleagues in the school. Satisfactory relationships can shape your experience, but true professionalism can positively affect your entire career. More often than not, sound and effective relationships with colleagues will override many other considerations for a long career at a given school.

Part of the session will be a discussion of the portfolio requirement.

**Reflective Essay (See Essays/Reflections) Due 9/13** The School, the Students and the Teacher’s Role

(IPTS Std. # 6, 7, 9, and 10) (Visions of Learning 1.2 and Vision of Teaching 3.1) Dispositions: 4, 5, 6, and 7
Session 2
September 13, 2005

Classroom Management/Discipline and Student Learning
Tonight’s session will consider the impact of student behavior and teacher strategies for classroom management. We will look at and discuss scenarios. What positive and proactive strategies will preempt many possible difficulties?

(IPTS Stds. #2, 5 and 6)  (Vision of Learning 1.3 and Vision of Teaching 3.1/3.2)
Dispositions: 1, 3 & 7

AGREEMENTS ARE DUE NEXT SESSION (9/20)

Session 3
September 20, 2005

Digital Portfolio and Its Composition
We will discuss the digital portfolio and its composition with its emphasis upon your fulfillment of the learning based on the Conceptual Framework and Standards and your continued professional growth.

Preparation for Next Seminar: Be ready to discuss methodology of instruction for next week. Consider the teaching you have seen and the teaching you are doing or planning and bring reactions and questions. Bring copies of at least one, (better if you bring two) lesson plans which you will turn in for discussion purposes.
(This may be one which failed or succeeded or one which you will be teaching in the future.)

Session 4
September 27, 2005

Reconsideration of Methodology
For this evening we will divide by disciplines and meet with instructors regarding methodologies. This will serve as a review, but will be useful as an opportunity for exchange of ideas, for answers to questions and growth.
Remember to bring a copy of a lesson or lessons for tonight.

(IPTS Stds. # 1, 3, and 7)  (Vision of Learning 1.1 and Vision of Teaching 3.1)
Dispositions: 1, 2, 4, 5 and 6

Session 5
October 4, 2005

Special Education and Special Needs Students
We will consider the mainstreamed special needs student and the classroom. How does the teacher individualize instruction and/or practice inclusion for the special needs students?
(IPTS Stds. # 2 and 3)  (Vision of Learners 2.1/2.2 and Vision of Teaching 3.1/3.2)

Assignment for next week’s seminar: Bring a copy of at least three different assessments to the seminar. It will be much more beneficial if these are your assessments. You’ll learn much more!

(1) One should be a multiple choice and/or short answer (enough copies for peers),
(2) one essay, and
(3) one example of a performance (authentic) assessment.
If you have time to make five copies of the latter two types, it would be helpful.

See Essays/Reflections Due 10/11  Classroom Management: Bringing Theory into Reality
The sooner you write this one and send it to your supervisor, the sooner you may be able to consider the reactions.
Session 6  
October 11, 2005

Reconsideration of Methodology, Particularly Assessment
For this evening we will again divide by disciplines and meet with instructors regarding methodologies and various assessments. We will be considering varieties of assessment, using your examples for discussions.

Remember to bring your own assessments. We will consider short answers, essays, and performance assessments.

(IPTS Stds. # 7 and 8)  (Vision of Learning 1.4)
Dispositions 1, 2, 4, 5, and 6

Session 7  
October 18, 2005

Middle School
We will spend time considering the middle school concept. We will have a speaker who will help inform us about the nature of the middle school. We hope to have some Golden Apple Fellows present this evening. They will reflect upon the nature of the middle school and their own reflections upon teaching, students and learning.

(IPTS 3, 5, 6 and 10)  (Vision of Learning 1.1/1.3/1.4 and Vision of Learners 2.1)
Dispositions: 4 and 7

Preparation for Next Week’s Seminar: Be ready to discuss methodology of instruction for next week. Consider the teaching you have seen and the teaching you are doing or planning; bring reactions and questions.

Bring a copy of at least two(2) lesson plans. One should be a plan which worked well and one should be a lesson which did not work as well. You will turn these in for discussion purposes.

Session 8  
October 25, 2005

Reconsideration of Methodology
For this evening we will divide by disciplines and meet with instructors regarding methodologies. This will serve as a review, but will be useful as an opportunity for exchange of ideas, for answers to questions and growth.

Remember to bring a copy of a lesson or lessons for tonight.

(IPTS Stds. # 1, 3 and 7)  (Vision of Learning 1.1/1.3/1.4/ & 1.5 and Vision of Teaching 3.1/3.2)
Dispositions 1, 2, 4, 5 and 6

See Essays/Reflections Due 10/25  Videos: A Means of Professional Growth

Session 9  
November 1, 2005

Grading
Discussion will focus on the grading process. We will discuss various grading systems, the difficulties with the current system(s), and the impact upon students and standards.

(IPTS Stds. 4, 6, 7 and 8)  (Vision of Learning 1.1 and 1.2 and Vision of Teaching 3.1 & 3.2)
Dispositions 1, 2, 3 and 7

We will be viewing some videotapes with analysis and commentaries as the goals.

(IPTS Std. # 9)  (Vision of Learning, Vision of Learner and Vision of Teaching)
All dispositions
Session 10  
November 8, 2005

Placement Office  
Teacher Professionalism

Mr. Brett Boettcher from the Northwestern University Placement Office will be present to discuss services his office provides. It is likely that we will meet in an “electronic classroom” in order that he may demonstrate on-line services available to you.

Discussion of the importance of professional organizations, continuing education and professional growth will follow.

(IPTS Std. # 9 and 10) (Vision of Learning 1.2 and Vision of Teaching 3.1 and 3.2)
Dispositions: all

Session 11  
November 15, 2005

Graduates of the program will join us to discuss the first year and second year of teaching.

(IPTS Stds 10 and 11) (Vision of Learning, Vision of Learners, and Vision of Teaching)
Dispositions: all

You are to be present at your teaching site through and including December 2.

The final Essay/Reflection is due December 2
ESSAYS/REFLECTIONS

Fall 2005
D. Renz

The reflection entries listed below are not meant to preclude any issues you wish to address on your own. They are intended to extend the "picture" of your growth over the time of the Teacher Education program.

For each entry use the topic as your theme. The questions below the topics are intended as aids for your thinking.

1) **The School, the Students and the Teacher's Role**  Due 9/13
   (IPTS Standards 5, 9, 10, 11)  (Vision of Learning, Vision of Learner and Vision of Teaching)
   What is the mission of your student teaching site? Is it being fulfilled? Does it seek to incorporate the various funds (family and community) of knowledge which students bring to the school? Does it seek to incorporate student learning in that mission? Is the mission truly the same for all students? Does the mission of the school seem to permeate all that is happening? Is it based on theory or reality or both? How significant is the teacher, including you as an intern, within this school vision? As your view of education (sic philosophy) is evolving, does it seem to match this school's? If so, how? If not, why not? In effect, consider your view of the school's role, the student as learner, and the teacher's position relative to both.

2) **Lesson Plans and Student Learning: Good and Bad**  Due 9/27
   (IPTS Standards 4, 6, and 10)  (Vision of Learning, Vision of Learner and Vision of Teaching)
   React to one of your own lessons whether successful, somewhat effective or ineffective.
   What were your perceptions of student learning when you planned? How did you anticipate the students would learn? What did you anticipate the students would "bring with them" to the class for the lesson? How did you plan to assess the learning during and after the class? How much did they learn? How do you know? Was your means of assessment effective? What evidence from the students (What did you see or hear?) is there to indicate the efficacy of the lesson? What would you do differently the next time? Why? Why do you believe the lesson worked and/or why not? Does this lesson suggest changes in your original perceptions of these students, of how students learn, or of your perceptions of good teaching?
   Was your mentor involved in the lesson? What effect did that have on your lessons and/or evaluation of the lessons?

3) **Classroom Management: Bringing Theory into Reality**  Due 10/11
   (IPTS Standards 2, 5 and 7)  (Vision of Learning 1.2/1.3, Vision of Teaching 3.1/3.2)
   Consider the classroom management plan you made for the Practicum seminar (Peg Kritzler's class). Are your early perceptions of classroom management being fulfilled? What classroom management problems have you encountered? Was this what you anticipated? What solutions have you tried and/or found? Would you change your management plan? If so, how?
   What does all of this about classroom management suggest about your beliefs of student learning? Are your views changing? What is the fundamental connection between student learning and classroom management?
Is there a considerable difference in the classroom management issues from one class (period or age or level) to another?

What attitudes have you displayed toward students? Does this reflect in any way your philosophy of management? Are you being consistent?

It would be productive, if not now, then later, to trace the evolution of your relationship with one of your more troubling students. If you do this, what did you find? What assumptions had you made about that student? Were those assumptions correct?

4) **Videos: A Means of Professional Growth**
   **Due 10/25**
   (IPTS Standards 6, 7, and 10) (Vision of Learning, Vision of Teaching)

   Respond to a videotaping of your classroom. What did you see? What did you hear? What were the students learning? How do you know? What assumptions were you making about your students? About their learning? What specific examples can you cite as evidence? What did you take away from this that informs your teaching? How will watching the video change your teaching?

   How did videotaping affect your vision of learning, the learner and teaching?

5) **Final Essay Reflection: Thoughts About My Growth**
   **Due 12/2**
   (IPTS Standard 10) (Vision of Learning, Vision of Learner, Vision of Teaching)

   Describe your growth as a teacher as a result of your student teaching experience. How are you different now than you were when you began? What beliefs and perceptions focus your teaching? Have those changed? What have you determined about students and their learning during your student teaching? How has student teaching affected your visions of the learner, learning and teaching?

   What surprised you about teaching? How did you respond to those unexpected developments? What strengths do you have as a teacher? Did you enter with any of those in January? How did the student teaching affect them? Do you feel ready to teach? If not, why not? What weaknesses do you sense now? How will you focus upon them?

   Have you made the right decision in becoming a teacher?