

PRACTICUM SEMINAR: HUMANITIES
MSED 478/ TEACH_ED 378
Fall Quarter 2009

Tuesdays—2:00-4:30 (Section 21)

Facilitator: Peg Kritzler
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Wednesdays—1:30-4:00 (Section 20)

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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 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.

The Practicum Seminar will also help direct your observations in your schools.

Keeping weekly field notes is a requirement for all students in the Practicum. Students will also submit reflective journals and essays that address the topics indicated on the syllabus. Additionally, students will create a preliminary classroom management plan. Your 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 include:

(a) **weekly** attendance as well as a willingness to share, reflect, and learn from others (20%); (b) the quality of assigned written reflections (including completion of the student and mentor interviews as well as the assigned talking points on CMS) (40%); (c) the written field notes and the evaluation from your practicum mentor/s (10%); (d) the quality of your assessment essay, management plan, and final portfolio essay (30%).

NOTE: You will also be asked to submit several artifacts, along with corresponding reflections for the digital portfolio.

Required Texts:

1. Brown, Dave F. (2002). *Becoming a successful urban teacher*. Portsmouth, NH: Heinemann.
2. Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.

*Texts available at Norris Bookstore

Required Course Packet—Practicum Seminar: Humanities MSED 478/TEACH ED 378

*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.”

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)

This course will emphasize the following elements of the Conceptual Framework: 1.) A vision of learning—1.1, 1.2, 1.3, 1.4, 1.5; 2.) A vision of the learner—2.1, 2.2, and 3.) A vision of teaching—3.1, 3.2 This course will also cultivate the following dispositions: 1-7.

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/. 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/ssd/>

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.

Illinois Professional Teaching Standards (ITPS)

#1 Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning instructional opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals.

#5 Learning Environment

The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

#7 Communication

The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction.

#8 Assessment

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The competent teacher understands the role of the community in educational develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.

#10 Reflection and Professional Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well being.

COURSE POLICIES AND PRACTICES

Field Notes:

You are required to keep field notes during your 100+ hours of observation. These will be collected as indicated on the syllabus. Please use the format presented at the Practicum Orientation. The field notes will help you focus your observations and will serve as the foundation for your written assignments. They may also prove useful in completing your master's project.

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 the day before class**. (Your comments may be brief; a few sentences will suffice.)

To reach CMS, go to courses.northwestern.edu; then find 2009 Fall MSED 478/ TEACH ED 378 Practicum Seminar (look for your section); click on Communication; then click on Discussion Board; then click the Discussion Board you wish to enter. (Watch that you are following the correct week's forum.)

Reflection:

The mission of the NU teacher education program is to “foster improvement and innovation through inquiry grounded in reflection and research.” Thus, 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 that 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*, 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 and enhance class discussion.

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, less formal 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. 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 in the course packet.

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

For Further Reading: These are additional texts you may find useful. They are not required.

Cole, R.W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse learners.* Alexandria, VA:ASCD.

Fisher, D. & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom.* Alexandria, VA:ASCD.

Marzano, R.J. (2003). *Classroom Management that works; Research-based strategies for every teacher.* Alexandria, VA: ASCD.

Posner, George J. (2010). *Field Experience: A guide to reflective teaching* (5th ed.). Upper Saddle River, NJ:Merrill.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd ed.). Alexandria, VA:ASCD.

Weiner, Lois. (2006). *Urban teaching: The essentials.* (Revised Ed.). New York: Teachers College, Columbia University.

Wiggins, G. & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA:ASCD.

September 22 and 23	Class 1
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- Introductions and Overview
- Reflective Journals and Essays
- Illinois Professional Standards, NU conceptual Framework and Dispositions
- Impressions of your school sites thus far, with focus on the “culture” of the school: its various populations, policies, procedures, expectations, and standards.
- Introduction to Lesson Planning

Illinois Professional Teaching Standards (IPTs) #4, 6, 8, 10, and 11. Language Arts Standard (LAS) #3.

September 29 and 30

Class 2

- 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 stories, 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, learning activities, assessment of learning.
- Bloom's Taxonomy

Assignments for September 29 and 30

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? Of the school? What has surprised you? What has delighted you? What new questions do your observations raise for you? What concerns you about your practicum? (Be sure to draw connections to this week's readings.)

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? Does it alter your idea of understanding? (Your comments may be brief; a few sentences will suffice.)

Please submit your ideas the day before class.

4.) Read: *Integrating Differentiated Instruction and Understanding by Design*
Introduction and Chapters 1, 2, and 3

5.) Readings Found in Course Packet (pp. 1-69)

"Reflecting on Field Experiences"

"Model Reflective Journal Entries"

"Negotiating a Role and Developing Professional Relationships"

"Lesson Plan Elements"

Excerpts from *Understanding by Design*

Excerpts from *Understanding by Design Workbook*

Bloom's Taxonomy of Thinking Skills and Revised Bloom's Taxonomy

"Constructivist Movement"

"Essential Skills for New Teachers"

DC Public Schools Teaching and Learning Framework.

6.) Also Read: "An Ethnographic Perspective" (Distributed at Orientation)

7.) Bring course packet to class

(IPTS #2, 3, 4, 5, 6, 8 and 10) (LAS #3) (CF 1.1, 1.2, 1.3, 1.4, 1.5, 3.1) (D 1-7)

October 6 and 7

Class 3

- Open Forum
- Diverse Learners and Learning Styles
- Multiple Intelligence Theory

Assignments for October 6 and 7

1.) **Observation: Observe your best teachers—the students.** (Course Packet, p. 109)

2.) **REFLECTIVE JOURNAL: Observe a single student during the week. Why did you choose this particular student? When is this 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? (Remember to connect your journal discussion to the readings.)**

3.) **Read:** Excerpts from *Multiple Intelligences in the Classroom* (Packet—pp. 109-202)
Graphic Organizers
“Orchestrating Multiple Intelligences”
“The Extraverted/ Introverted Learner”
Learning Styles
Excerpts from *Teaching with the Brain in Mind*
Excerpts from *Research-Based Strategies to Ignite Learning*

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

(IPTS #1, 2, 3, 4, 5, 6, 8 and 10) (LA #3) (CF 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2) (D 1-5 and 7)

October 13 and 14

Class 4

- Open Forum
- Differentiation

Assignments for October 13 and 14

1.) **Observation: What evidence do you see of differentiation or responsive instruction? What strategies are used to accommodate the needs of diverse learners? (Packet p. 203)**

2.) **Read:** *Integrating Differentiated Instruction & Understanding by Design*
Chapters 6 and 7

3.) **Also Read:** “A Brief Primer on Differentiation” (Packet pp. 203-258)
“Assumptions”
Excerpts from *How to Differentiate Instructions*
“Busting Myths about Differentiated Instruction”
“Instructions Management Strategies”

4.) **On-Line Discussion Board: Respond to the reading. What questions does the practice of differentiation raise for you? What concerns? What insights? What is your most pressing question about the reading?**

5.) **PRACTICUM CONTRACTS DUE** Include interview with ONE of your mentors. (Interviews should include mentor's comments as well as your reaction to them.)

6.) FIELD NOTES WILL BE COLLECTED

(IPTS #2, 3, 4, 5, 6, 7, 8, 10) (IPTS—LA #3) (Tech Standard # 2) (CF 1.1, 1.3, 1.4, 1.5 2.1, 2.2, 3.1, 3.2) (D 1-4, 7)

October 20 and 21

Class 5

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

Assignments for October 20 and 21

- 1.) **Observation: Design of Assessments, Rubrics, and Grading.** (Course Packet p. 259)
- 2.) **REFLECTIVE ESSAY:** A written response to the reading. (Course packet p. 260)
- 3.) **Read:** *Integrating Differentiated Instruction & Understanding by Design*. Chpts. 5, 8-10
- 4.) **Also Read:** “Learning to Love Assessment” (Packet—pp. 261-304)
Understanding by Design Professional Workbook
“Checking for Understanding”
Excerpts from *Educative Assessment*
Excerpts from *Rethinking High School*
“Feedback That Fits”
- 5.) **Based on the readings, bring to class your 2 most pressing questions about assessment.**
- 6.) **Discussion Board:** What are your “aha” moments or points of doubt from the reading?

(IPTS #1, 2, 3, 4, 8 and #10) (IPTS—LA #3) (CF 1.1, 1.2, 1.3, 1.4, 3.1) (D 1-3, 5)

October 27 and 28

Class 6

- Open Forum
- Getting Started on the Digital Portfolio
- Strategies for Effective Management
- Classroom Expectations and Student-Teacher Relationships
- Developing a Preliminary Management Plan

Assignments for October 27 and 28

- 1.) **Observation: Classroom Management Techniques** (Course packet, p. 305)
- 2.) **Read:** (Packet—pp 306-373)
“Keys to Classroom Management” “Giving Students What They Need”
Excerpts from *Classroom Management* “Giving Teenagers Some Space”
“It’s Hard to Learn When You’re Scared” “Nitty Gritty Pointers”
- 3.) **Also Read:** *Becoming a Successful Urban Teacher*—Chapter 3
- 4.) **STUDENT INTERVIEW DUE:** Interview a student about issues of management. Prepare a summary of that interview and your responses to it. (Course packet p. 306)

November 3 and 4**Class 7**

- Open Forum
- Teaching in an Urban Setting

Assignments for November 10 and 11

- 1.) **Observation: What challenges have you observed in teaching in an urban setting? What effective strategies have you seen in dealing with those strategies? Which challenges that Brown discusses might be present in most schools?**
- 2.) **Read:** *Becoming a Successful Urban Teacher*—Chapters 2, 4, 6 (from 135-153) and Chapter 8.
- 3.) **Also Read:** “Deficit Thinking (Packet pp. 375-388)
“Inclusion: Rejecting Instruction the Disables”
- 4.) **Discussion Board:** What are your reactions to the readings from *Becoming a Successful Urban Teacher*? Questions, comments, observations?
- 5.) **PRELIMINARY MANAGEMENT PLAN DUE** (See course packet, p. 307)

(IPTS # 2, 3,4,5,6,8,9) (IPTS LA #1, 2, 3) (CF 1.3, 1.4, 2.1, 2.2, 3.1, 3.2) (D1, 3, 4, 5)

November 10 and 11**Class 8**

- Open Forum
- Effective Discussion Techniques
- Patterns of Classroom Discourse
- Discourse as Formative Assessment

Assignments for November 10 and 11

- 1.) **Observation: Question Design and Discussion Techniques** (Course Packet—p. 389)
- 2.) **REFLECTIVE JOURNAL:** Use one of the templates for Patterns of Discourse (p. 390 and 391) 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.) **Read:** (Packet—pp 390-432)
 - “Patterns of Classroom Discourse”
 - “Reminder about Questioning”
 - “Language Strategies in Checking for Understanding”
 - “Silent Voices”
 - “Improving Discussion Questions?”
 - “How to Lead a Classroom Discussion”
- 4.) **Also Read:** *Becoming a Successful Urban Teacher* (Chapter 7)

(IPTS #1, #4, #5, #6, #7 AND #10) (IPTS—LA #1 and #3) (Technology 2) (CF 1.1, 1.2, 1.3, 1.4, 1.5, 3.1) (D1-4)

November 17 and 18

Class 9

- Open Forum
- Sharing Effective Teaching Strategies
- Guest Instructor: Mr. Dan Schwartz, Principal – Carleton W. Washburne School
- Middle School Philosophy and Structure

Assignments for November 17 and 18

1.) Observation: Effective Teaching Strategies/ Activities/ Techniques.

Identify a teaching strategy or activity you find particularly effective. (Refer to pages 434-462) in the course packet to serve as a guide.

2.) Strategy Share: 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.)

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

3.) Read: “Renewing Our Schools: An Emerging Consensus” (Packet--pp. 434-462)

“A Framework for Learning to Teach”

“Boredom and Its Opposite”

“Seventeen Reasons Football is Better Than High School”

4.) Field Notes will be collected

(IPTS #2, 4, 5, and 6) (IPTS—Technology # 2) Middle School Topic
(CF 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 3.1) (D 1, 2, 4, 5, 6)

November 24 and 25

NO CLASS

HAPPY THANKSGIVING

Note: In lieu of class, Tuesday's section will be asked to attend a speaker's presentation on Wednesday, November 18 at 3:00 in Annenberg G02.

December 1 and 2	Class 10
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- Final Reflections
- Evaluations

Assignments for December 3:

- 1.) **Read:** "Maintaining a Life" (p. 464)
- 2.) **FINAL REFLECTIVE ESSAY FOR DIGITAL PORTFOLIO DUE** (Packet p. 463)
(Please turn in a hard copy and also place the artifact in your Digital Portfolio along with the required reflections.)
- 3.) **PRACTICUM EVALUATIONS FROM MENTORS DUE** (Your final grade cannot be recorded until all evaluations have been received from ALL mentors.)
- 4.) **PRACTICUM LOGS DUE**
- 5.) **SELF-ASSESSMENT DUE**

PLEASE NOTE: In order to receive a grade for the Practicum, you need to turn in your logs AND mentor evaluations from all mentors. WITHOUT A PRACTICUM GRADE, YOU CANNOT PROCEED TO STUDENT TEACHING.

(IPTS #10 and #11) (Technology # 2) (CF 1.2, 1.3, 1.4, 3.1, 3.2) (D 1 and 7)

Don't Think
by Nikki Giovanni

The most important thing
I know
about teaching
is that the teacher is also learning.
Don't think
you have to know it all.

"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

