

**PRACTICUM SEMINAR: HUMANITIES**  
**MSED 478/ TEACH\_ED 378**  
**Fall Quarter 2010**

Tuesdays—3:00-5:30 (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 you to share your observations, questions, discoveries and reflections during the Practicum in your assigned schools. It will also help direct your classroom observations. 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 NU teacher education program seeks 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 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 your thinking as you examine your evolving beliefs about teaching and learning.

You will also create preliminary classroom management plans and conduct interviews with their mentors as well as their students. **Weekly field notes are also required.**

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) 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

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**Recommended Text:** Lemov, Doug. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Josey-Bass.

## 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 <http://course-management.northwestern.edu/>; then find 2010 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:**

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 include the most significant, enlightening, or confounding experience of the week. You will also be given a series of questions to direct your observations. **You are not expected to answer these questions in writing.** 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 move beyond mere description and 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 as a result of my reading and observations?

A detailed explanation can be found in "Reflecting on field Experiences: fieldwork Logs" 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.

## **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/](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](mailto: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.



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

- Burke, J. (2010). *What's the big idea?: Question-driven units to motivate reading, writing, and thinking*. Portsmouth, NH: Heinemann.
- 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.
- Jensen, Eric. (2005). *Teaching with the brain in mind*. (2<sup>nd</sup> ed.). 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* (5<sup>th</sup> ed.). Upper Saddle River, NJ:Merrill.
- Tileston, Donna Walker. (2010). *What every teacher should know about diverse learners*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
- Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2<sup>nd</sup> ed.). Alexandria, VA:ASCD.
- Weiner, Lois. (2006). *Urban teaching: The essentials*. New York: Teachers College, Columbia University.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. (2<sup>nd</sup> ed.). Alexandria, VA:ASCD.

**Class Schedule and Assignments**

<b>September 21 and 22</b>	<b>Class 1</b>
<ul style="list-style-type: none"><li>• Introductions and Overview</li><li>• Reflective Journals and Essays</li><li>• Illinois Professional Standards, NU conceptual Framework and Dispositions</li><li>• Impressions of your school sites thus far, with focus on the “culture” of the school: its various populations, policies, procedures, expectations, and standards.</li><li>• Introduction to Lesson Planning</li><li>• Introduction to Backward Design</li></ul>	

Illinois Professional Teaching Standards (IPTTS) #4, 6, 8, 10, and 11. Language Arts Standard (LAS) #3. Conceptual Framework (CF) 1.2, 1.3, 1.4, 2.2, 3.1, 3.2. Dispositions (D) 1-6.

**September 28 and 29****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 28 and 29****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:** Have your ideas about lesson planning changed? In what ways? (Be sure to draw connections to this week’s readings.)

Also please discuss your impressions of your practicum site thus far. What are your impressions of the students? Of the teachers? Of the school? What has surprised you? What has delighted you? What new questions have your observations raised for you? What concerns you about your practicum?

**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 lesson planning? (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. 1-71)**

“Reflecting on Field Experiences”

“Model Reflective Journal Entries”

“Negotiating a Role and Developing Professional Relationships” (You may skim)

“Lesson Plan Elements”

Excerpts from *Understanding by Design Workbook*

Excerpts from *Teach Like a Champion*

Excerpts from *Understanding by Design*

Bloom’s Taxonomy of Thinking Skills

“Constructivist Movement”

“Essential Skills for New Teachers”

**6.) Also Read:** “An Ethnographic Perspective” (Distributed at Orientation)**7.)** See blackboard for link to Lesson Planning templates

## 8.) **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 5 and 6**

**Class 3**

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

### **Assignments for October 5 and 6**

1.) **Observation: Observe your best teachers—the students.** (Course Packet, p. 72)

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 relationships with teacher/other students. What is her attitude to this class? (Remember to connect your journal discussion to the readings.)**

3.) **Read:** Excerpts from *Multiple Intelligences in the Classroom* (Packet—pp. 73-153)  
“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 12 and 13**

**Class 4**

- Open Forum
- Differentiation

### **Assignments for October 12 and 13**

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. 154)**

2.) **Read:** *Integrating Differentiated Instruction & Understanding by Design*  
Chapters 4, 6, and 7

3.) **Also Read:** “A Brief Primer on Differentiation” (Packet pp. 155-204)  
“Assumptions”  
Excerpts: *How to Differentiate Instructions in Mixed Ability Classrooms*  
“Busting Myths about Differentiated Instruction”  
“Instructions and 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 reactions 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 19 and 20**

**Class 5**

- Open Forum
- Response to Intervention (RTI)
- Principles of Assessment
- Assessment Options/ Advantages and Limitations

### **Assignments for October 19 and 20**

1.) **Observation: Design of Assessments, Rubrics, and Grading.** (Course Packet p. 205)

2.) **REFLECTIVE ESSAY:** A written response to the reading. (Course packet p. 206)

3.) **Read:** *Integrating Differentiated Instruction & Understanding by Design*. Chpts. 5, 8-10

4.) **Also Read:** “What is Response to Intervention?” (RTI) (Packet—pp. 207-257)  
“Learning to Love Assessment”  
*Excerpts from 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 26 and 27**

**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 26 and 27**

1.) **Observation: Classroom Management Techniques** (Course packet, p. 258)

2.) **Read:** (Packet—pp 262-324)

“Keys to Classroom Management”

*Excerpts from Classroom Management*

“It’s Hard to Learn When You’re Scared”

*Excerpts from Classroom Management*

“Giving Students What They Need”

*Excerpts: Teach Like a Champion*

“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. 259)**

(IPTS #2, 3, 5, 10, 11) (IPTS—LA #3) (CF 1.2,1.3, 1.4, 2.1, 3.1, 3.2) (D 1, 3, 7)

<b>November 2 and 3</b>	<b>Class 7</b>
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- Open Forum
- Strategies for Effective management (Continued)
- Developing a Preliminary Management Plan (Continued)
- Teaching in an Urban Setting

<b>Assignments for November 2 and 3</b>
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- 1.) **Read:** *Becoming a Successful Urban Teacher*—Chapters 2, 4, 6, 7, and 8.
- 2.) **Discussion Board: What are your most pressing concerns/ questions about management?**

(IPTS #2, 3, 5, 10, 11) (IPTS—LA #3) (CF 1.2,1.3, 1.4, 2.1, 3.1, 3.2) (D 1, 3, 7)

<b>November 9 and 10</b>	<b>Class 8</b>
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- Open Forum
- Teaching in an Urban Setting

<b>Assignments for November 9 and 10</b>
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- 3.) **Observation: What challenges have you observed in teaching in an urban setting? What effective strategies have you seen in dealing with those challenges? Which challenges that Brown discusses might be present in most schools?** (p. 325) (Note change of date from course packet)
- 4.) **Also Read:** “Deficit Thinking (Packet pp. 326-343)  
Excerpts: *What Every Teacher Should Know About Diverse Learners*  
“Feedback from ESL Students”  
“Inclusion: Rejecting Instruction the Disables”
- 4.) **Discussion Board: Address observation questions.** (Packet p. 325)
- 5.) **PRELIMINARY MANAGEMENT PLAN DUE** (Packet, p. 260)

(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)
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- Open Forum
- Effective Discussion Techniques
- Patterns of Classroom Discourse
- Discourse as Formative Assessment
- Guest Instructor: Mr. Dan Schwartz, Head of School – Baker Demonstration School
- Middle School Philosophy and Structure

**Assignments for November 16 and 17**

**1.) Observation: Question Design and Discussion Techniques** (Course Packet—p. 344)

**2.) Observation Part 2:** Use one of the templates for Patterns of Discourse (345) to record the pattern of discussion. Include this template with a **just a paragraph** analyzing what you have observed and your response to those discoveries

**3.) 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.**

**4.) Read:** (Packet—pp. 345-400)

“Patterns of Classroom Discourse”

“Improving Discussion Questions?”

Excerpts from *Teach Like a Champion*

“Reminder about Questioning”

“Language Strategies in Checking for Understanding”

“Renewing Our Schools: An Emerging Consensus”

“A Framework for Learning to Teach”

“Boredom and Its Opposite”

“Seventeen Reasons Football is Better Than High School”

**5.) 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 (D1-4)

Note: In lieu of class, Tuesday's section will be asked to attend a speaker's presentation on Wednesday, November 17 at 3:00 in Annenberg G02.

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**November 30 and December 1**

**Class 10**

- Strategy Share
- Final Reflections
- Evaluations

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**Assignments for November 30 and December 1:**

- 1.) **Read:** "Maintaining a Life" (p. 402)
- 2.) **FINAL REFLECTIVE ESSAY FOR DIGITAL PORTFOLIO DUE** (Packet p. 401)  
(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)

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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*

