

**388/488 (Sec. 20) FIELD SEMINAR: HUMANITIES
STUDENT TEACHING
WINTER QUARTER, 2010**

Wednesdays, 4:30 - 7:00
Seabury (West Sheridan) 250
dwr209@northwestern.edu

David Renz, Instructor

In consideration of the SESP's **Conceptual Framework** and its Vision of Learning, the Learner, and Teaching, this course will give special concentration to:

A vision of learning that focuses on:

- 1.1 understanding student thinking about the subject matter
- 1.2 reflection and research as 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 implications for the student beyond the classroom; and
- 1.5 the use of technology by extending learning opportunities and thinking;

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 the educational community

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 modification of theory
- 3.2 professional conduct that is responsible and ethical.

Teacher Dispositions (as implied by the Conceptual Framework)

1. Willingness to systematically reflect on one's own practice
2. Commitment to understanding students' thinking about the subject matter
3. Belief in the value of seeing students as individuals
4. Enthusiasm for learning and teaching through collaboration
5. Willingness to take the risks associated with engaging students' interests through real world experiences
6. Energy for incorporating innovations in teaching, including the use of new technologies
7. Commitment to conducting one's self professionally and responsibly

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.stuaaff.northwestern.edu/ssd/>

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."

Purpose of the Seminar

The purposes of the seminar include coordination of activities relating to student teaching/internship, answers to questions, possible solutions to dilemmas, and support to students throughout the quarter. Additionally, the seminar will strive to enrich the experience of students as much as possible, to introduce or emphasize topics pertinent to successful teaching, and most importantly, facilitate development of professional teachers.

Requirements

- 1) **Attendance.** Attendance is mandatory at the seminar every week. You will have to notify your mentor(s) of your need to be here every Wednesday. Exceptions to attendance will be for parent-teacher conferences or Open Houses. Please notify me of these events.
- 2) **Essay Reflections.** Five essay/reflections **must be sent to your supervisor and to me.** Essay reflections are expected as listed in the syllabus. These should be responses to topics and questions. They may also include reflections on other aspects of your work and experiences. The essays will also give you an opportunity to communicate questions or concerns with your **university supervisor.** But more importantly, the essays encourage you to consider what you have done and/or are going to do in your experiences. Constant reflection of your work is a critical element of successful growth and development and indicates true professionalism.
- 3) **Video.** All students are required to complete a video of one full period of teaching.

**Although not required to receive the credit for student teaching, the completed digital portfolio of "professional" quality is also required before Illinois certification is possible. (See digital portfolio website) The student teaching experience is a rich resource for the portfolio artifacts.

- 4) **How Candidates Know the Students Have Learned**
See Reflection #3 among reflections.

Grading

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

20%	Field Seminar attendance, participation and essay/reflections
40%	Mentor Evaluations (both midterm and final evaluation)
40%	Supervisor Observations

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

I am available at any time for your questions and your concerns.
847-299-3895 (home) or 847-467-5317 (off.) or
dwr209@northwestern.edu

Your university supervisor will be a major source of support and will be receiving your essay reflections. (See #2 above) **I must also receive copies of the essay/reflections. Keep life simple and email them.**

Session 1
January 6, 2010

Introduction

Meeting with supervisors will start the session.

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

We will also discuss 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, positive and effective relationships with colleagues will override many other considerations for a long career at a given school.

(IPTS # 4, 6, 9, and 10) (Visions of Learning and Vision of Teaching)

<p><u>Phi Delta Kappa</u> and NU sponsor "How to Get a Teaching Job" Saturday, January 9 10:00 - 12:00 Swift Hall, Rm. 107</p>

FIRST DRAFTS OF RESUMES ARE DUE TO ME
MONDAY, JANUARY 11 for review

Session 2
January 13, 2010

Career and Professionalism

We will discuss University Career Services and other implications of the job search.

We will also begin a focus on various issues of classroom management. We will use scenarios to consider options.

(IPTS Stds. 2, 5, and 7) (Vision of Learning (1.1, 1.2, and 1.5 and Vision of Teaching)

AGREEMENTS ARE DUE: JANUARY 20

Session 3
January 20, 2010

Videos - Classroom Management

We will spend the first part of the seminar talking with Gary Sircus about the use of videotaping to improve teacher practice. This is to assist you in preparation for videotaping your own classroom.

We will also continue a discussion on various issues of classroom management. We may use scenarios to consider options.

(IPTS Stds. 2, 5, and 7) (Vision of Learning (1.1, 1.2, and 1.5 and Vision of Teaching)

AGREEMENTS ARE DUE: JANUARY 20

Essay Reflection #1 is due on January 28:

Session 4
January 27, 2010

Continuation of Management

We will continue a discussion of management issues with some role playing.

Essay Reflection #1 on lessons and planning is due this week
Essay Reflection #2 on management is due next week

Chicago Suburban High School Job Fair
February 6, 2010
Saturday, Donald E. Stephens Convention Center
5555 River Rd., Rosemont, IL

You are required to submit the name(s) and email of your mentor(s) on DP website by midnight on 2/3/09. A notice to them goes out on 2/4. Ask mentors to be looking for an email from Northwestern. Mentor Mid-term Evaluations are due ONLINE on 2/11/09.

Session 5
February 3, 2010

Development of the Professional Standards and Professionalism

Tonight's discussion will focus on the development of the IPTS standards and professional behavior. This will assist you in completion of your digital portfolio.

(IPTS Stds. 9 and 10)

(Vision of Learning and Vision of Teaching)

Second Essay Reflection is due this week.

Session 6
February 10, 2010

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 and Vision of Learners)

Essay Reflection #3 on Assessment due next week.

Session 7
February 17, 2010

Professional Conduct

We will have a discussion about professional behaviors, communication, legal consequences and related topics.

Essay Reflection #3 on Assessment is due this week.

Session 8
February 24, 2010

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 and Vision of Teaching)

Essay Reflection #4 on videos is due next week.

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 and 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 9
March 3, 2010

Video Teaching

We will watch videos

Essay Reflection #4 on Videos due this week.

<p>Field Seminar Reception March 17, 2010 Mentors, Supervisors, Interns/Student Teachers Invited</p>
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You are required to submit the name(s) and email of your mentor(s) on DP website by midnight on 3/11. A notice to them goes out on 3/12. Ask mentors to be looking for an email from Northwestern. Mentor Mid-term Evaluations are due ONLINE on 3/19/09.

Session 10
March 10, 2010

Final Thoughts

We will have some graduates who are first or second year teachers speak about their experiences.

(INTASC Stds. 9 and 10)

(Vision of Teaching)

FINAL ESSAY REFLECTION #5, DUE MARCH 19

MENTOR AND SUPERVISOR EVALUATIONS ARE DUE (ONLINE) ON MARCH 19

**I MUST HAVE GRADES POSTED ON CAESAR ON MONDAY,
MARCH 22 BY 3:00
(ALL ESSAYS AND EVALUATIONS AND VIDEO MUST BE IN OR
STUDENT WILL RECEIVE AN "INCOMPLETE."**

**Field Seminar Reception
March 17, 2010
Mentors, Supervisors,
Interns/Student Teachers Invited**

ESSAYS/REFLECTIONS

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) Lesson Plans and Student Learning: Good and Bad

(IPTS 4, 6, and 10)

Due 1/27

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 (What did you see or hear?) from the students 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 lessons? What effect did that have on your lessons and/or evaluation of the lessons?

2) Classroom Management: Bringing Theory into Reality

Due 2/3

(IPTS 2, 5 and 7)

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?

3) How Candidates Know the Students Have Learned: Assessment

Due 2/17

(IPTS 4, 6, 8 and 10)

Below are the guidelines on assessment from page 3 of the syllabus

Teacher Candidate's Impact On Student Learning

Part I. How Candidates Know the Students Have Learned

Teachers, and therefore, teacher candidates are responsible for continually assessing of the learning of their students. Ideally, this would include, in effect, a significant pre- and post-activity to see if the students have learned. But because of time that may not be efficient. To complete this reflection about student learning and assessment, the teacher candidate is required to select a significant means of assessing student progress and to provide thoughts on the data collected. The candidate must be careful that learning has been added over the course of time ("value added") and not merely a comment on one or two days of work or a demonstration of what the student was already able to do.

A. There are various options for recording student learning in classrooms. Please use at least one of the following:

- 1) collect evidence of learning through one instrument of assessment which may be, but is not limited to, a test, quiz, project, portfolio, or
- 2) conduct student interviews to collect all student perceptions of their learning; or
- 3) keep daily logs of your own checklists that are incorporating records of successful student learning over the time of student teaching.

B) University Supervisors will ask candidates how they are assessing student learning and will discuss the various means of assessment with the candidates. Supervisors will include comments about these discussions in their narrative reports.

C. You will collect data on at least one major assessment or a compilation of assessments. You will also discuss that assessment and data with the university supervisor. You will then write a reflection on the assessment, the meaning of the data, and the conversation with the supervisor. You should then attach the assessment and data to the reflection and give it to your seminar instructor.

Your reflection is to focus on how you know if and what the students have learned. Some questions you may wish to consider include, but are not limited to, the following:

Please include the grade level, the number of students, and a description of the students (tracked? number with IEP's? Amount of Diversity?).

1. Was your teaching effective?
2. How does your assessment indicate this?
3. What goals were you pursuing?
4. Do you have conclusive data that the students learned the concepts or skills you were hoping to teach them?
5. Did your teaching miss anyone? How do you know? What did you do or what are your plans to try to insure understanding?
6. Why did you choose the particular assessment tool that you utilized?
7. Is there another assessment instrument that may have been more effective for measuring the learning?

8. What insights about your teaching do you derive from this particular assessment activity and the data collected? How will these insights affect your teaching?

4) Videos: A Means of Professional Growth Due 3/4

(IPTS 6, 7, and 10)

Respond to a videotaping of your classroom. What did you see? What did you hear? What were the students learning? How do you know? Were you effective? What needs improvement? 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 3/19

(IPTS 10) (Vision of Learning 1.2, Vision of Learner 2.1, Vision of Teaching 3.1/3.2)

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 these 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?