

The guiding principle of the School of Education and Social Policy lies in the 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.

**MS ED 489, TEACH ED 389  
FIELD SEMINAR: Science and Math  
STUDENT TEACHING  
WINTER QUARTER, 2010**

Wednesdays, 4:30 - 7:00  
Annenberg G15

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**Purpose**

The purposes of the seminar include coordination of activities relating to student teaching/internship, 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 in the development of a professional teacher, and answers to questions, possible solutions to dilemmas, and support to students throughout the quarter.

**Requirements**

- 1) **Attendance.** Attendance is mandatory at the seminar every week. You will have to notify your mentor(s) of this requirement. Exceptions would be for parent-teacher conferences or Open Houses. Please notify me of those necessities.
- 2) **Essays/Reflections.** Six essays/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. You will share a portion of the videotape with the class. You will also be required to include clips in your digital portfolio.
- 4) **Knowing if the Students Have Learned.** All teacher candidates will assess student learning.

A. There are various options for recording and evaluating 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 exit slip); 2) conduct student interviews to collect student perceptions of their learning; 3) keep daily logs of your own checklists for incorporating records of successful student learning.

B. Field 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 assessment. 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, and then attach the assessment and data to the reflection, which should be submitted to your seminar/practicum instructor (me).

\*\*Although it is not required to receive the credit for student teaching, the completed digital portfolio of "professional" quality is also required for Illinois certification. (See digital portfolio website [www.sesp.northwestern.edu/dp2](http://www.sesp.northwestern.edu/dp2)) The student teaching experience is a rich resource for the portfolio artifacts.

### **Grading**

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

33.3%	Field Seminar attendance, participation and essays/reflections
33.3%	Mentor Evaluations (both midterm and final evaluation)
33.3%	Supervisor Observations/Recommended Grade

Although there will be consultation with others, I am ultimately responsible for your grade in the student teaching experience. I am available at anytime for your questions and your concerns. Your university supervisors will be the first line of support and will be receiving your essay reflections. I should also receive copies of the essay/reflections (bring a hard copy to class and send an additional copy by e-mail). It is important that you review and respond promptly to all e-mail and other communications from NU, and that you work with your mentor to ensure proper communication.

We will meet for ten practicum sessions, on Wednesday afternoons, from January 6, 2010 to March 10, 2010, with the mentor's reception held on March 17, 2010.

**Significant Dates:**

- Jan. 9: Phi Delta Kappa and NU sponsor "How to Get a Teaching Job"  
10 – 12; University Hall 122
- Jan. 11: Resumes are due for review (to Dave Renz and me)
- Jan. 13: Practicum meets in joint session re job search (location TBD);  
Essay No. 1 (The School) is due
- Jan. 20: Agreements (and mentor interviews) are due;  
Practicum meets in joint session re videotaping (G02);
- Jan. 22: Final Resumes due (to Dave Renz for book)
- Jan. 27: Essay No. 3 (Classroom Management) is due
- Feb. 6: Chicago Suburban High School Job Fair  
Rosemont Convention Center (and Glenbrook South H.S.)
- Feb. 10: Essay No. 2 (Lesson Plans) is due  
Videos shown during session (students TBD)
- Feb. 12: Mentor Mid-term Evaluations due (online)
- Feb. 17: Videos shown during session (students TBD)
- Feb. 24: Essay No. 4 (Student Learning) is due  
Videos shown during session (students TBD)  
  
Essay No. 5 (Video Reflection) due one week after presentation
- Mar. 10: Final Class; Essay No. 6 (Final Reflections) is due
- Mar. 17: Field Seminar Reception
- Mar. 19: Final Mentor Evaluations due (online)

## ESSAYS/REFLECTIONS

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) Consideration of the School, the Students' Learning, and the Teacher's Role** **due Jan. 13**  
(IPTS 9 and 10)

The first few weeks of every teaching experience will be devoted largely to getting to know your students and the school community. The purpose of this reflection is to begin to develop an understanding of your school and your students, and this kind of information is critical to your success in helping to promote student learning. Consider whether or not your school site has a positive climate about students, with a focus on their ability to learn and the teacher's role in the process. Do you sense that the teachers firmly believe in their students' capabilities? What indicators are present to demonstrate the attitudes of the teachers and the administration? Do the students believe in themselves? What evidence can you cite? Do you have a sense that people care about learning? Does this attitude apply to all students or only some of them? How different or similar are your beliefs from those of the school, the teachers and the students at this point? Discuss your impressions of your students and the school, any demographic information about the school and its place in the larger community.

**2) Lesson Plans and Student Learning: Good and Bad** **due Feb. 10**  
(IPTS Standards 4, 6, and 10)

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?

**3) Classroom Management: Bringing Theory into Reality** **due Jan. 27**  
(IPTS Standards 2, 5 and 7)

Consider the classroom management plan that you considered for the Practicum seminar (Mary Roth's class) and for this Seminar. 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) Knowing if Students Have Learned**  
(IPTS Standards 4, 6, 8, and 10)

**due Feb. 24**

All teacher candidates will assess student learning.

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B. Field 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 assessment. 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, and then attach the assessment and data to the reflection, which should be submitted to your seminar/practicum instructor (me).

**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: Was your teaching effective? How does your assessment indicate this? Do you have conclusive data that the students learned the concepts or skills you were hoping to teach them? What goals/objectives were you pursuing? Why did you choose the particular assessment tool that you utilized? Is there another assessment instrument that may have been more effective for measuring the learning? Did your teaching miss anyone? How do you know? What did you do or what are your plans to try to insure understanding? What insights about your teaching do you derive from this particular assessment activity and the data collected? How will these insights affect your teaching?

Please include a description of the class (grade level, skill level, subject, special curriculum considerations, number of students, tracking criteria, number of students with IEPs, student diversity, etc.)

**5) Videos: A Means of Professional Growth**  
(IPTS Standards 6, 7, and 10)

**Videos will be shown during classes on February 10, 17 and 24.**

February 10: TBD

February 17: TBD

February 24: TBD

**Response essays will be due one week after the video is shown.**

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?

**6) Final Essay Reflection: Thoughts About My Growth** **due March 10**  
(IPTS Standard 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 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?

Your first essay/reflection will be due on Wednesday, January 13, 2010.

**Title: Consideration of the School, the Students' Learning and the Teacher's Role**

The first few weeks of every teaching experience will be devoted largely to getting to know your students and the school community. The purpose of this reflection is to begin to develop an understanding of your school and your students, and this kind of information is critical to your success in helping to promote student learning. Consider whether or not your school site has a positive climate about students, with a focus on their ability to learn and the teacher's role in the process. Do you sense that the teachers firmly believe in their students' capabilities? What indicators are present to demonstrate the attitudes of the teachers and the administration? Do the students believe in themselves? What evidence can you cite? Do you have a sense that people care about learning? Does this attitude apply to all students or only some of them? How different or similar are your beliefs from those of the school, the teachers and the students at this point? Discuss your impressions of your students and the school, any demographic information about the school and its place in the larger community.

You will be asked to complete and submit five additional essays/reflections (a total of 6) during this course. They are: Lesson Plans and Student Learning, Classroom Management, Video Analysis, Student Learning, and Final Reflections (Thinking About Your Growth).

In preparation for upcoming classes, please give some thought to how you will set up videotaping in your classroom(s). Keep copies of all lesson plans and documents used in your class, including classroom management plans, classroom rules, extra credit and enrichment guidelines, lab rules, modified lessons (if any), assessments, special education guidelines, etc.