

Educational Studies 385

Schooling and Community Practicum

Spring 2008

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Willis 102
Wednesdays, 3:10-4:20

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Office Hours:
Tues 3-5; Wed 10-12 (and by appt.)

COURSE DESCRIPTION

This course was created to meet Standards of Effective Practice for Teachers (SEP) Standard #10:

Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

The purpose of this course is to provide you with the opportunity to learn more about the school in which you will student teach and the communities that your school serves. The assignments of the course are also designed to help you begin to develop relationships and partnerships with other adults who serve and support students in a variety of ways. The course is structured to encourage you to spend some time at your student teaching placement site before you are exclusively focused on your student teaching. I hope you will be able to observe and experience the character of the school and the nature of the students it serves to help you be better prepared to teach those students. Thus, a significant amount of your time will be spent at the school site and you will be directed to observe specific aspects of that setting.

The course is based on the belief that because you have chosen to teach, you already hold strong intellectual and social commitments and that you are interested in developing deeper understandings about teaching and learning and the connections between schools and the communities they serve. The course is also based on the belief that great teachers who can empower students with a love and understanding of the content that they teach are not born; teachers become great by acting and by thinking about what they are doing.

The course is structured to encourage you to act and think as you do some personal explorations about teaching and begin to develop relationships with other adults who support students in the school where you will student teach. The overarching goal of the course is to help you feel ready to begin your fall student teaching— a readiness that comes from 1) having better formulated your own views about good practice and 2) having developed a comfortable familiarity with the school and community in which you will student teach and a greater understanding about the lives of the students you will teach.

In sum, you should be able to begin your fall student teaching with a richly textured understanding of the community in which you will be teaching; you will become comfortably familiar with your student teaching placement site; you will have a greater understanding of the lives of the children with whom you will be working, and you will have met some adults who support those children. You will also reflect on the important role that teachers play in communities.

COURSE MEETINGS

We will meet once a week from 3:10 to 4:20. We will meet off campus sometimes. Between meeting times, you should visit site at least four times.

READINGS

Cushman	<i>Fire in the Bathroom</i>
Perrone	<i>Lessons for New Teachers</i>
Kohl	<i>I Won't Learn From You</i>
Neito	<i>Why We Teach</i>
Landsman/Lewis	<i>White Teachers/Diverse Classrooms</i>

There will also be several additional readings to be distributed as handouts

COURSE REQUIREMENTS*

	% Grade	Due Date
<p>Required attendance at every session and regular participation</p> <p>We will meet once a week for about an hour to talk with one another about the activities in which you are immersed and to try out ideas. Because learning is enriched by the exchange of experiences and ideas, your attendance at every session is required.</p>	10%	weekly
Draft of teaching philosophy	10%	Draft 1-Apr 9 Draft 2- June 4, in eportfolio
<p>Annotated map of your school's neighborhood and portrait of school</p> <p>You are to walk around the school ground where you will student teach and then walk or drive around the 4 or 5 block area surrounding the school. Then write a short paper in response to the following questions: Where is the school? What is the landscape like around it? What is the same and what is different about the racial, ethnic, and socioeconomic character of the community surrounding the school and the community served by the school? How does the school seem to relate to its community? What does the school's presence mean?</p>	5%	Apr 16
Interviews with school support personnel-counselor, social worker, or nurse	10%	May 28
<p>At least three structured observations in your student teaching site.</p> <p>You will learn about a framework for systematically examining the teaching process, and you will use the model to help you make sense of what you observe as you watch two different teachers' classroom work. Each time you observe you will focus on a different aspect of teaching and learning; after each observation you are to respond to a set of questions specific to the observation. My hope is that this will help prepare you for the most important observations you will do as a teacher— your observations of your own work.</p>	15%	By May 21
Teach one lesson for an entire period in your student teaching site You should submit the lesson plan to me two full days before you teach the lesson, to be arranged by you and your cooperating teacher.	15%	When you can arrange it
Final reflection paper	15%	June 4
<p>Mini-eportfolio</p> <p>This will become the beginning of your student teaching portfolio. See separate explanation sheet</p>	20%	June 4

*Explanatory handouts will be given for each of these assignments

Schooling and Community Educational Studies 385 Spring 2008 Calendar

Date: Wednesday, April 2

Topic: Getting Acquainted, Purpose and Structure of Course, Student Teaching Placement Progress Reports, Introductory Discussion
Location: Curriculum Library

Date: Wednesday, April 9

Topic: Developing Your Philosophy of Teaching
Assignment: First draft of teaching philosophy
Location: Curriculum Library

Date: Wednesday, April 16

Topic: A School Is in a Community
Assignment: Annotated Map/Portrait of School
Location: Curriculum Library

Date: Wednesday, April 23

Topic: Creating Your e-portfolio
Guest: Andrea Phelps, ITS
Location: Computer Lab, Willis

Date: Wednesday, April 30

Topic: A School is a Place for Teaching
Assignment: Structured Observation #1
Location: Deborah's Northfield House

Date: Wednesday, May 7

Topic: A School is a Diverse Community
Guest: Julie Landsman
Location: Curriculum Library
*Required viewing of DVD, Tuesday, May 6, time tbd

Date: Wednesday, May 14

Topic: A School is a Place for Learning: Creating effective lesson plans
Assignment: Structured Observation #2
Location: Curriculum Library

Date: Wednesday, May 21

Topic: American Indian Treaty Rights and Language revitalization
Guest: Professor Mary Hermes, University of Minnesota, Duluth
Assignment: Interviews with school personnel
Location: Augsburg College

Wednesday, May 28

Topic: Classroom management 101
Guests: TBA
Assignment: Structured Observation #3
Location: Curriculum Library

Wednesday, June 4

Topic: Looking Backward and Forward
Assignment: Final reflection paper and mini-portfolio
Drafts, ok; final versions due Friday, June 6
Location: Deborah's Northfield House

Note: Assignments are due on the date under which they are listed