**Community and School Experience-Fall Quarter (2013)**

This semester as part of the weekly program structure, you will have ongoing opportunities to develop your critical cultural consciousness within the context of community and school/classroom environments. On Wednesdays, for weeks 2, 4, and 6, you will participate in a community walk in one of three specific communities (Lakewood, Shelton, or Olympia area). For weeks 3, 5, and 7, you will observe a school/classroom environment situated within the context of the previous week’s community. For example, in week two, if you and your seminar peers are assigned to complete your community walk in Lakewood, then the following Wednesday (week three) you and your seminar peers will complete your school/classroom observation at Clover Park High School. On Thursday of each week, we will reconvene on-campus to debrief and make meaning of the community or school/classroom field experiences. A complete schedule outlining the rotation schedule is listed below. During weeks 8, 9, and 10, you will begin your practicum experience. At this time you will spend at least a half-day on both Wednesdays and Thursdays, at your practicum site. *\*More information regarding practicum experience will be provided during the quarter.*

We recognize that entering a site as an outsider can be delicate task to accomplish. As such, we wish to be mindful, purposeful, and intentional in our interactions in both the community and school settings. The following information will serve as a guide for how we can engage in these communities, in ways which both honor and respect those community members.

* Be sure to be on time. School principals, secretaries, teachers, and our community liaisons have a lot to do, and we don't want to abuse their hospitality by creating extra work. For each of the school/classroom visits a designated faculty member will meet you in the front main entrance of the school and direct you. Please remember to bring your MiT name badge for each school visit.
* As emerging professionals entering the field of education, we remind each of you to be mindful of your professional appearance. Think of the fall semester as the first stage of a 2 year long interview process. As such, please dress professionally.
* You will be expected to maintain a field-note book in the field to record observations. Due to the disruptive nature of typing on a keyboard, we are asking that you refrain from typing your field notes while in your placement. Our goal is to not engage in any activity that might possibly disrupt the learning community.
* While we recognize that emergencies occur. We ask that you do not under any circumstance use your cell phones, while in the field. Upon entering the building make sure that your cell phones are silenced.
* It is possible that there may be other MiT students assigned to a classroom. If you are able, sit in different parts of the room with different views of the classroom. If it ever seems possible, try to sit at the front of the room so that you can see students’ faces.
* This fall, your role is to be an observer. Do not initiate conversation with the children nor interfere as they do their work. If the children engage you, be polite but not engaging. If you avoid most individual eye contact, scan the room as you observe and take notes, the students probably will ignore you after they get used to your being there.
* You may see things in the classroom that you don't agree with. These observations will give you your first chance to control your body language -- your non-verbal responses. If you see something you are uncomfortable with, describe it in your field-note book and don't discuss it with anyone but the MIT faculty. Remember you are a guest, not a classroom parent nor a paid evaluator. It is important to appreciate that these teachers are being generous to let us come in and observe. It is easy for outsiders and people new to the profession to be highly critical of what is going on in the classroom. While we want you to reflect deeply on the relationship between teaching, learning, and schooling, it is not appropriate to be negatively critical of the teachers we visit. We don’t know their circumstances, and teaching is a very complex profession.
* At the end of each observation session, reflect upon your notes for the class. What questions do you have? Remember that each Thursday, we will meet back on campus to unpack and make meaning of the field experience.
* You are bound by confidentiality and *must not* discuss anything you hear or see in the classroom with people outside the program. *Do not* have conversations with your peers in public places where you may be overheard nor post comments on facebook pages or blogs. This is not for public consumption.

**MiT 2013-2015 Cohort**

**Fall 2013**

**Field Observation Rotation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Sunshine** | **Lester** | **Phyllis** |
| Week 210/9/13 | Olympia Community\*Meet in Front of Lincoln Option Middle School213 -21st Ave. SEArrive: 8:30(Steve)(Connie) | Clover Park CommunityLocation: Lakewood City Hall6000 Main Street SW Lakewood, WA Arrive: 8:45(Felix ) | Shelton CommunityTimberland Regional Library Meeting Room710 W. Adler St.Shelton, WAArrive: 8:30(Ellen Shortt-Sanchez) |
| Week 310/16/13 | Lincoln Option Elementary School213-21st Ave. SEOlympia, WAArrive: 8:25Principal: Marcella Abadi | Clover Park High School10903 Gravelly Lake DriveLakewood, WAArrive: 7:05Principal: John Seaton | Olympic Middle School800 E. K. StShelton, WAArrive: 7:45Principal Erik Barkman |
| Week 410/23/13 | \*Clover Park CommunityTBD | Shelton Community | Olympia Community |
| Week 510/30/13 | Clover Park High School | Olympic Middle School | Lincoln Option Elementary School |
| Week 611/6/13 | Shelton Community | Olympia Community | \*Clover Park CommunityTBD |
| Week 711/13/13 | Olympic Middle School | Lincoln Option Elementary School | Clover Park High School |
| Week 811/20/13 | Practicum Site\* | Practicum Site | Practicum Site |
| Week 911/27/13 | Practicum Site | Practicum Site | Practicum Site |
| Week 1012/3/13 | Practicum Site | Practicum Site | Practicum Site |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Community Experience (Wednesday) | Date | On-Campus (Thursday) |
| 10/9/13 | Community WalkField-Notes Assignment:* What are the strengths of the community
* What resources are available?
* What makes a “resource” a resource?
* Where do the children/adolescents spend their time after school?
* What are the demographics of the families and cultures in the school community
* What other points of interest capture your attention? What don’t you see in the community?

All observations are based upon what you see…not interpretative  | 10/10/13 | Analysis and Influence of the CommunityFocus: organize, interpret, and analyze your field-notes1. What surprised me (tracking assumptions)
2. What intrigued me? (tracking positions)
3. What disturbed me? (tracking tensions)

Read: Silenced Pedagogy (Delpit)Read: Sociocultural perspectives on interpersonal relationships in schools (Cammarota, Moll, Gonzalez & Cannella)Protocol: Text Rendering Protocol All reading assignments should be completed prior to class session |
| 10/16/13 | School/Classroom ObservationField-Notes Assignment:* What are the strengths of the school?
* What resources are available for students/families/
* What are the pupil demographics of the classroom/school

School Observation:* Look for evidence which speaks to the school’s stance regarding how children and adolescents learn, how teachers teach.
* What evidence speaks to how the school fits in the community?

Classroom Observation:\*Three Layers of Meaning-ProtocolNeighborhood Walk:* With at least two other practicum students, take a neighborhood walk (a 2 to 3 mile radius) around the perimeter of the school and make observational not interpretative notes.
 | 10/17/13 | Analysis and Influence of the School and ClassroomFocus: organize, interpret, and analyze your field-notes1. What surprised me? (tracking assumptions)
2. What intrigued me? (tracking positions)
3. What disturbed me? (tracking tensions)

How do first week observations in the community fit with the previous week’s observations in the school? What assumptions regarding student readiness, motivation for learning, family participation and community resources for student success?What new questions emerge that could be asked in next week’s community visit?Read: Forms of Capital (Bourdieu)Read: Social Capital in the Creation of Human Capital (Coleman)Protocol: |
| 10/23/13 | Community WalkField-Notes Assignment:* What are the strengths of the community?
* Where do the children/adolescents spend their time after school?
* What are the demographics of the families and cultures in the school community
* What social and human resources exist in the community?
* Describe any recent social and economic transformations that have influenced the community?
* What are examples of the state of health and overall safety conditions that exist in the community
* Are there overt signs of community comfort or community distress (cite evidence)
* Read: Tutwiler (chap. 4) *Sources of Comfort, Sources of Distress Neighborhoods and Communities*
 | 10/24/13 | Analysis and Influence of the CommunityFocus: organize, interpret, and analyze your field-notes1. What surprised me? (tracking assumptions)
2. What intrigued me? (tracking positions)
3. What disturbed me? (tracking tensions)

How do this week’s observations in the community fit with the third week observations in the school? What assumptions regarding student readiness, motivation for learning, family participation and community resources for student success?What new questions emerge that could be asked in next week’s community visit?Activity: Affinity Mapping- Connecting resources to human, social and cultural capitalRead: What’s critical race theory doing in a nice field like education (Ladson-Billings)Read: Concept of Equal Educational Opportunity (Coleman)Protocol:  |
| 10/30/13 | School/Classroom ObservationField-Notes Assignment: What are the strengths of the school?* What resources are available for students/families
* What are the pupil demographics of the classroom/school

School Observation:* Look for evidence which speaks to the school’s stance regarding how children and adolescents learn, how teachers teach and speak to how the school fits in the community?

Classroom Observation:* Draw a sketch of the classroom-- note how students are grouped; Track the number of and types of interactions that the teacher has with students/and the number and types of interactions that the students have between themselves.

Neighborhood Walk:* Neighborhood Walk: With at least two other practicum students, take a neighborhood walk (a 3 to 5 mile radius) from the school and take notes.
* What brick and mortar resources are present (absent) what social and human resources are present (absent)
 | 10/31/13 | Analysis and Influence of the School and ClassroomFocus: organize, interpret, and analyze your field-notes1. What surprised me? (tracking assumptions)
2. What intrigued me? (tracking positions)
3. What disturbed me? (tracking tensions)

How do this week’s observations in the community fit with the previous week’s observations in the school? What assumptions regarding student readiness, motivation for learning, family participation and community resources for student success?What new questions emerge that could be asked in next week’s community visit?Read: Bowling Alone: Decline of Social Capital in American Society (Putnam)Read: Whose culture has capital? A critical race theory discussion of community cultural wealth (Yosso)Protocol:  |
| 11/6/13 | Community WalkField-Notes Assignment:* What are the strengths of the community
* Where do the children/adolescents spend their time after school?
* What are the demographics of the families and cultures in the school community
* What social and human resources exist in the community?

Community Tour: With at least two other practicum students revisit the community and collect evidence (e.g. artifacts, pictures, etc.) correlating to Yosso’s cultural community wealth framework.  | 11/7/13 | Analysis and Influence of the CommunityFocus: organize, interpret, and analyze your field-notes1. What surprised me? (tracking assumptions)
2. What intrigued me? (tracking positions)
3. What disturbed me? (tracking tensions)

How do this week’s observations in the community fit with the previous week’s observations in the school? What assumptions regarding student readiness, motivation for learning, family participation and community resources for student success?What new questions emerge that could be asked in next week’s community visit?Protocol: Read: But that’s just good teaching (Ladson-Billings)Read: Culturally Responsive Teaching (Varvus) |
| 11/13/13 | School/Classroom ObservationField-Notes Assignment:* What are the strengths of the school?
* What resources are available for students/families
* What are the demographics of the families and cultures in the school community
* What evidence is present of the school’s collaboration of the community (be specific)

Classroom Observation* Focus your attention on the teacher’s interactions…what evidence do you have of the teacher’s responsive to the various cultures present or not present in the school environment.
* In a tour of the school, what evidence do you see that indicates the school’s responsiveness to changing demographics and issues of equity? (be specific)
 | 11/14/13 | Analysis and Influence of the School and ClassroomFocus: organize, interpret, and analyze your field-notesSummative Reflection:* What did I learn about myself as a person and as an emerging teacher?
* What are my strengths? How do I need to grow?
* What are the implications of this work?
* How does it translate into effective teaching practice
* What new thinking was constructed from this experience How have you changed the way your think and behave?

Action Plan:What do you need to build relationships with the students in your practicum? What interactions (be specific) will lend themselves to such relationships?School Context Assignment:  |
| Eight | Practicum SiteField-work (begin collecting data for assignment)Community & School Contextual Assignment* Analysis and Influence of the Community
* With the other practicum students in your school, conduct a walking tour of the neighborhood around the school.
* What are the community strengths?
* What resources are available? Frame the resources in the context of community cultural wealth
* Analysis and Influence of the Family/Culture
* Gather demographic data about the families and cultures in the school community.
* What are the implications of this data?
* Analysis and Influence of the School Environment
* Observe the school environment
* Describe the interactions you see. In what ways is the teacher operating from a culturally relevant/responsive manner
* Use concrete examples.
 |  | Practicum SiteField-work (continue collecting data for assignment) Community & School Contextual Assignment  |
| Nine | Practicum SiteField-work (continue collecting data for assignment)  |  | Practicum SiteAssignment: Community & School Contextual Assignment-Due electronically by 11:55pm to Moodle |
| Ten | Practicum Site |  | Practicum Site |

**Practicum Experience**

**Fall 2013**

**Purpose**

Beginning in week 8 of the fall quarter, you will have ongoing opportunities to integrate your ideas about teaching and learning as you notice, explore, and reflect on your experiences in public school classrooms. We invite you to take a researcher stance during your practicum and approach all observations with curiosity.

The practicum experience is designed to support your integration of the knowledge and skills necessary to become an effective practitioner in today’s culturally and linguistically diverse school settings. The practicum experiences extend the knowledge gained in weeks 1-7 of the fall quarter by encouraging you to apply your theoretical knowledge of teaching, learning, and assessment to the analysis of diverse contexts impacting students’ educational experiences. Additionally, the practicum focuses on the classroom processes and teacher interactions that lay the foundation for effective instruction and proactive classroom management. Most importantly, you will gain skills in examining school contexts through a critical lens by analyzing authentic teacher-student interactions.

**Guiding Questions for the Practicum Experience:**

* How do students learn in a complex society?
* How do teachers’ decisions and behaviors impact how students learn?
* How do teachers respond to the way students (individually and in small groups) construct knowledge?
* How do teachers engage students in learning through inquiry?

**Enduring Understandings:**

* Culture impacts teaching and learning.
* Effective instruction involves the application of higher level thinking skills.
* Teaching is most effective when human ecology and the sociocultural contexts of schools are considered and valued.
* A teacher’s decisions and behaviors impact everything that happens in the classroom.
* A teacher controls the emotional, organizational, and instructional climate of the classroom.
* Planning, instruction, and classroom management are intricately connected.
* Building a community/environment for learning includes proactive classroom management.
* The emotional climate of the classroom impacts student achievement.
* Effective teachers teach for social justice.
* The power of a teacher is immeasurable.

**Washington State Standards for Teachers: Standard V**

5.L. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

**Reflective Responses**

Each week, you will select one of the three prompts (provided below) related to Learning Theory, Assessment, or Content Area Literacy. You will use the Classroom Indicators Weekly Focus (also below in the table) as a lens as you respond to the prompts in a 1-2 page reflective response paper (submitted to Moodle and bring a paper copy to class on Fridays). Your work is to use the weekly focus in combination with one of the other foci (Learning Theory, Assessment, or Content Area Literacy) and reflect on what you notice or observe taking place in your practicum classroom.

Responses should be **reflective**. Being reflective means many things including:

* Wondering about reasons or why something happened
* Making connections between theory and practice
* Interpreting events
* Exploring what you notice
* Speculating or hypothesizing based on what you observed
* Noticing subtleties, patterns, connections across time

**Reflective Responses are due at midnight each Thursday to Moodle (bring a paper copy to class on Friday).**

**Field Journals**

As you are in the field, please continue to take field notes using your field journal. Use the Weekly Focus to guide your observations. It is preferable to use the following 2-column design to help you consider what you observe in light of the weekly focus and connections to strands in the MiT program.

|  |  |
| --- | --- |
| I noticed….. | …and it made me wonder/think…. |
|  |  |

During our Friday Community Meetings, we will take time to debrief your practicum experience. Please bring your field notebook each Friday and be prepared to discuss your observations and noticing in relation to the Weekly Focus and how you are connecting your observations to other aspects of the MiT program.

**Classroom Indicators Weekly Focus**

Please use this as a way to attend to particular classroom interactions. This is not a checklist but a way to guide your observations. These are the classroom interactions we would like you to notice while you are in the field. It is important that you also consider the larger context in which you make your observations. Consider the context of the classroom, school, and community. These contexts matter. During our debriefing on Fridays, you will be expected to provide multiple alternative explanations for your observations. Rather than make judgments, we expect you to ask questions of the interactions you are observing. We are constructing meaning and in that, we need to be mindful of the larger mediating contexts.

|  |  |
| --- | --- |
| Date | Activity/Focus on Field Observation |
| Week 8 | Classroom Climate:* Relationships
	+ How does the teacher build relationships with students?
	+ How does the teacher connect with students when they first arrive, leave the classroom, and/or return from other activities?
	+ How does the teacher support relationships between students?
	+ How do teacher-student relationships support students’ engagement with learning activities?
* Communication
	+ What language or ways of communication does the teacher use (verbal, non-verbal)?
	+ How do students respond to the teacher’s communication?
	+ How does the teacher support communication between students?
* Respect
	+ How does the teacher promote a respectful environment?
	+ How does the teacher promote respectful interactions between students?
 |
| Week 9:  | Teacher Sensitivity:* Awareness
	+ How does the teacher check in or make connections with the students?
	+ In what ways does the teacher anticipate potentially problematic situations?
	+ In what ways does the teacher plan for potential student misconceptions or areas where students might struggle?
* Responsiveness
	+ In what ways does the teacher provide reassurance and/or assistance for individual students or small groups of students?
	+ In what ways does the teacher adjust the pace of the lesson or provide time for student thinking (wait time)?
	+ In what ways does the teacher acknowledge emotional responses or needs of students?
* Addresses Problems
	+ In what ways does the teacher help students resolve problems in an effective and/or timely manner? In what ways does the teacher follow up with students?
	+ In what ways does the teacher “read the room” while also working with individual students or small groups?
* Student Comfort
	+ In what ways do the students seek support and/or guidance from the teacher?
	+ In what ways do the students demonstrate their willingness to participate freely and take risks in class?
 |
| Week 10 | Regard for Student Perspectives:* Flexibility and Student Focus
	+ In what ways does the teacher demonstrate flexibility as demonstrated by following students’ interests and needs?
	+ In what ways does the teacher encourage students to share their ideas and opinions?
* Support for Autonomy and Leadership
	+ In what ways does the teacher provide students with autonomy, choice, and opportunities for leadership?
	+ Gives students responsibility
	+ In what ways are students help responsible or accountable for taking ownership of their own learning?
	+ In what ways are students free to move during activities?
* Connections to student life
	+ In what ways is the lesson content connected to students’ current lived experiences?
	+ In what ways is the content made relevant to students’ potential future experiences?
* Meaningful peer interactions
	+ In what ways does the teacher provide students opportunities to share their thinking with their peers?
	+ In what ways does the teacher support peer-to-peer learning (pairs, small groups)?
 |

**Select one of the following prompts each week until you have responded to all three prompts.**

**Learning Theory**

Choose one of the learning theories we have studied and use that one theoretical lens to observe learning and interactions in your classroom. Make notes over multiple lessons. Use that theoretical framework to create a deeper understanding of what is happening in the classroom. How does that theory enable us to understand more clearly how the students are experiencing classroom activities and learning tasks? For your journal reflection, explain 3 or 4 important insights that you reached as a result of your application of the theoretical framework. Be sure to describe what you observed as well as how you applied theory to reach those insights.

Depending upon which week you choose for this reflection paper, explore the topic above in relation to the Weekly Focus. The topic can be meaningfully integrated in any of the three weeks.

**Assessment**

In Assessment, we have learned 4 types of Learning Targets and 4 methods of assessment that align Learning Targets and Assessment (with appropriate lesson plans and activities connecting the two). We have also discussed Formative assessment (Assessment for Learning) and Summative Assessment (Assessment of Learning). What do you notice about the various ways your mentor teacher collects evidence of student understanding, both formative and summative? Make notes over multiple lessons, looking for patterns. For your journal reflection, provide 3 examples of assessment practices in your mentor teacher’s classroom. For each example:

1. describe the practice.
2. explain how it relates to what we are learning in Assessment (be specific).
3. Provide a few questions you have about what you are observing in the classroom related to assessment.

Your work here is to apply what you know about Assessment for and of Learning to your observations of assessment in practice. Depending upon which week you choose for this reflection paper, explore the Assessment topic above in relation to in relation to the Weekly Focus. The Assessment topic can be meaningfully integrated in any of the three weeks.

**Content-Area Literacy**

In the Content-Area Literacy strand we have focused on 5 dimensions of Academic Language development:

* General academic vocabulary
* Subject-specific academic vocabulary
* Language functions (sometimes general, sometimes subject-specific)
* Discourse (academic and subject-specific)
* Syntax

Observe carefully the ways in which the students are developing their academic language skills and knowledge, using as many of those dimensions as you can thoughtfully apply in the context. For your journal reflection, describe instances in which you observe what appears to be growth in those areas of academic language development, including the teacher’s methods for supporting that growth. The more obvious dimensions will be the first two, where you will observe students expanding their vocabulary. Therefore, be sure to pay attention to the bottom three dimensions and include at least one of them in your description.

As part of your observations and your written description, pay particular attention to students who seem to have difficulty acquiring new knowledge, understanding, or skills. Try to notice the places that are proving difficult for these students, and consider what you might try in order to increase the supports for those students.

Depending upon which week you choose for this reflection paper, explore the CAL topic above in relation to the Weekly Focus. The CAL topic can be meaningfully integrated in any of the three weeks.

**Assessment of your Reflective Responses**

Below is the rubric your faculty will use to assess your reflective responses:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Beginning (1) | Approaching (2) | Met Expectation (3) |
| Responded to all prompts | Responded to only a few prompts | Responded to most prompts | Responded to all prompts |
| Reflective responses  | Responses are brief, lack detail, and do not demonstrate reflective practice | Responses demonstrate minimal or thin reflection  | Responses demonstrate strong reflection |
| Connections between Assmt, LT, or CAL strand and the Weekly Focus | No connections | Connections are weak | Connections are strong |

**Practicum Experience Guidelines**

**MiT Year 1: 2013-2014**

We recognize that entering a site as an outsider can be delicate task to accomplish. As such, we wish to be mindful, purposeful, and intentional in our interactions in both the community and school settings. The following information will serve as a guide for how you can engage in these school and classroom communities in ways which both honor and respect the community and the members of that community (students, staff, families, administration).

* Be sure to be on time. School principals, secretaries, teachers, and our community liaisons have a lot to do, and we don't want to abuse their hospitality by creating extra work.
* As emerging professionals entering the field of education, we remind each of you to be mindful of your professional appearance. Think of your practicum as an important stage of a 2-year-long interview process. As such, please dress professionally.
* You will be expected to complete assignments during your time in the field. Some of these assignments may require you to take notes during class. Due to the disruptive nature of typing on a keyboard, we are asking that you refrain from using your computer while in your placement. It may be more appropriate to jot down notes in a notebook every now and then during class or when the students are transitioning between classes/activities.
* While we recognize that emergencies occur, we ask that you do not under any circumstance use your cell phones while in the classroom. Upon entering the building make sure that your cell phones are silenced. If you need to make calls or attend to texts, please find an appropriate time and place to do this. It should not be done while students are in the classroom or when you are expected to be observing in the classroom.
* It is never appropriate to be on Facebook or other social media while you are in your practicum placement. Your job is to observe, interact with students, and take on professional responsibilities in the classroom. When you have “down time,” find ways that you can continue to engage in teaching responsibilities.
* It is never appropriate to complete MiT program assignments while in the field unless the assignment requires you to record your work with students.
* You may see things in the classroom that you don't agree with. These observations will give you your first chance to control your body language -- your non-verbal responses. If you see something you are uncomfortable with, describe it in your field notebook and don't discuss it with anyone but the MiT faculty. Remember you are a guest, not a classroom parent or a paid evaluator. If you have serious concerns, please talk with your MiT field supervisor immediately.
* You are bound by confidentiality and *must not* discuss anything you hear or see in the classroom with people outside the program. *Do not* have conversations with your peers in public places where you may be overheard or post comments on Facebook pages or blogs. This is not for public consumption.