

Evergreen State College
Master in Teaching Program: 2009-11
“Thinking Globally, Teaching Locally: Educating for Active Citizenship”

Winter/Spring 2010 Field Guidelines

PURPOSE

Your winter and spring quarter field practicum has multiple purposes. Among them are to

- Familiarize yourself with the work of a teacher in at least one of your endorsement areas;
- Examine how program concepts relate to the school environment, pedagogy, and curriculum;
- Understand better the roles and perspectives of key school personnel;
- Learn from the public school students in your practicum classroom; and
- Engage in critical reflection.

OVERVIEW

Arriving & Departing:

Thursdays are devoted to learning in public schools and the community. You are to arrive at your school site at the time teachers are required to be at the school (generally 20-30 minutes prior to the actual start of classes). School placements for Winter will continue through Spring quarter and progress to where you will teach lessons in your assigned classroom.

Working as a “Teacher’s Assistant”:

During these weekly classroom visits, you are expected to collaborate with your teacher to determine how you might best be incorporated into the activities of the classroom as a “teacher’s assistant.” The expectation is that you will begin to be directly involved in roles that are connected to the teacher’s teaching responsibilities, particularly working directly with students.

Conducting Interviews/Gathering Community Data:

Give your teacher advance notice as to when you will be away from the classroom in order to gather community data and conduct interviews with school personnel. Week 5 is your first due date for list of interviews & specific questions (see Weeks 5, 6, & 8). Do not wait until Week 5 to begin your interviews – *it is impossible to complete them in one day!* Therefore, plan ahead and schedule your interviews. If more than one MIT student is at your school, plan to do your interviews together so that individuals won’t be asked the same questions more than once. Ideally you should also be given time within your classroom to begin completing your field assignments as listed below (see “ASSIGNMENTS”).

Attending School-related Meetings:

Additionally, you are expected to attend *no later than Monday, March 8*, (a) a school parent-teacher organization meeting or school site council meeting and (b) a school board meeting (see school office for schedule of meetings). You must include in your field journal the agenda for the meetings you attended and your reflections on the meeting based on what you have been learning in this program.

Submitting Field Notebook to Faculty:

Due dates:

- Friday, Jan. 20: Current field notebook for mid-quarter evaluation
- Friday, March 12: Final field notebook for Winter Quarter for end-of-quarter evaluation

FORMAT

3-ring notebook

For these two quarters you will need a separate notebook with notebook labeled dividers to separate categories/assignments below. All prompts listed below by week and for interviews must have written responses that are put in your notebook. To complete some of these assignments, you will often need to ask various school personnel for information and documents.

The 1st paragraph for each week's/category's entry must be a *critical reflection* on how your experiences and beliefs have affected your reaction to what you are encountering in your field practicum.

ASSIGNMENTS

Note: You will receive separate assignments from your faculty that are related to literacy/reading.

WEEKS 1-3: OVERVIEW

➤ Use part of your time to follow the Fall observation protocol.

WEEK 1 (JAN. 7):

Getting oriented

In order to get a sense of the variety of daily experiences – classes, playground/lunchroom duty, planning period, etc. – that one teacher has, the first week is an opportunity for you to get acquainted with your teacher. In addition to noting the flow of the teacher's daily schedule, you should devote part of this first session to following Fall quarter's observation assignment on describing the *classroom environment*. Because the physical environment includes curriculum materials, you will need to also request to examine textbooks and other resources (including any educational software and other technology in your content area) that the teacher uses. Note the names/publishers of these books or software.

As is the case for each assignment, all of this information must be recorded into your field notebook.

WEEK 2 (JAN. 14):

1. School-community demographics

- Document the demographics of your school/school district. Include race, socio-economic status (use #s/% eligible for free or reduced lunches), and immigrant/English language learner populations/percentages.
- Examine how do these school demographic figures compare to what you have been able to gather about the community in which the school district is located?

2. Use Fall observation protocol for 2nd "observation" (on dialogue patterns) as you did last quarter.

WEEK 3 (JAN. 21):

1. Cultural diversity

- Analyze how the school curriculum includes – explicitly and implicitly – a focus on issues of power and privilege through examples in history, art, science, and other disciplines?
- How are structural changes being made in the school to make it a more affirming and just environment for students from different racial, ethnic, cultural, language, and social class groups?
- What changes are being made in teaching strategies to accommodate students from different racial, ethnic, cultural language, and social class groups?¹

¹ questions adapted from:

- Determine what community and school resources exist to support cultural diversity and equity.
- Examine ways that the school appear to make local-global connections. Describe what you learn in the context of program readings.

2. Use Fall observation protocol for 3rd “observation” (instructional practices) as you did last quarter.

WEEK 4 (JAN. 28):

Subject matter standards

- As part of your content area observations, consult with the classroom teacher and the EALRs to determine under which EALRs the curriculum is organized.
- For elementary school and middle/high school observations, the following notes describe observation differences for you.

> Elementary School:

Observe and describe what approaches the teacher is using for teaching *mathematical concepts* and *reading*. Describe what mathematical concepts are being taught and how are they being taught. Describe as closely as you can what the teacher says and the kinds of resources used by the children. When you observe reading, describe what the students are reading and how the teacher organizes the reading/word recognition/comprehension experiences. Note as to whether or not oral language skills are being taught.

> Middle School/High School:

Observe and describe the content focus of the teaching in each class period. That is to say, what specific content is the teacher having the students address? What are the teacher’s learning objectives for that class and how were they met? What was his/her teaching approach? What resources were used? What perspectives were introduced? Questions posed? If tests were given, what kind? What take-home or in-class assignments were given? What were students’ responses to these activities? What was their level of engagement?

Ask your teacher if you might borrow a copy of the textbook used in the class in order to study the content that is provided. Also, try to determine the readability level of texts used by students.

WEEK 4 (JAN. 28):

Classroom environment

In relation to the major concepts in the 1st half Landau’s *The Art of Classroom Management: Building Equitable Learning Communities* and Dewey’s *Experience and Education*, analyze what you are observing about the students in your classroom.

WEEK 5 (FEB. 4):

1. Classroom environment

Continue to analyze what you are observing about the students in your classroom in relation to the major concepts in the 2nd half of Landau’s *The Art of Classroom Management: Building Equitable Learning Communities* and Dewey’s *Experience and Education*,

Banks, J.A., Cookson, P., Gay, G., Hawley, W.D., Irvine, J.J., Nieto, S., Schofield, J.W., & Stephan, W.G. (2001). *Diversity within unity: Essential principles for teaching and learning in a multicultural society*. Seattle: Center for Multicultural Education, University of Washington, p. 18.

2. Roles and perspectives of school personnel

You will interview various school personnel to learn about school-community resources/connections/perspectives. Some of the items overlap between the school and the community. Note: If more than one of you is assigned to the same school, please do the interviews together.

The following is a list of individuals by Week 5 who you must interview and transcribe (legibly) into your field journal:

- *Your classroom teacher:*

How does the classroom teacher define his/her role as a teacher? What are the teacher's hope for each of his/her students over an academic year or semester? What resources within the school does the teacher have access to? What resources (both human & material) within the community does the teacher have access to and use? What is the school's procedure when the teacher purchases instructional and curricular supplies? What is the school's budget for such purchases? As related to school matters, when and how does your teacher interact with parents and community members? What can a classroom teacher do to best support your work?

- *Principal:*

Have a conversation with the principal about what the principal's various roles are in the school; the school's philosophy, the socio-economic and racial profile of the student body, the principal's approach to working with parents and the local community, what he/she feels are important points for you to pay attention to as someone who is preparing to be a classroom teacher. What should new teachers know about what support/expectations a principal might give or have? How does the school work with children with special needs? What can a classroom teacher do to best support your work?

- *Vice-principal (or, if no vice-principal, ask the principal):*

How does the school promote a sense of community within the school for students? teachers? parents? community members? What, if any, community support resources does the school use to help develop a sense of community within the school? What is the school's approach to classroom management? What is the school's philosophy and practice in regards to disruptive student behavior? Is there any pattern regarding the "type" of student who is most often involved in disruptive behavior? What, if any, community support resources does the school use to help students who habitually display disruptive behavior? What other kinds of concerns does the vice-principal have about students who have difficulty achieving in the school? What can a classroom teacher do to best support your work?

- *(a) Media/technology specialist (or teacher with recognized skills in computers/media) and (b) Librarian:*

What kinds of educational technology does the school have? How much are they used by teachers? What specific software is available at the school and is most often used? How are computers used in the school? Are they hooked up to e-mail, Internet, for student use? What kinds of programs does the library have that relate to what the students are doing in their studies? In what ways does the librarian work with teachers? How do books and videos get selected for the school library? How are students oriented to use the resources of the library? Are there any use of community resources to support the learning goals of students? If so, what? What can a classroom teacher do to best support your work?

WEEK 6 (FEB. 11):

1. Consider instructional conceptions and methodologies intended to engage students in learning.

- How could the approaches of (a) Dewey and (b) Brooks & Brooks toward school & community for student learning apply to the community in which your school is located?
- What community resources could be used to support these approaches? Be specific as possible with actual examples.

2. Complete the following interviews using the same protocol as previously:

- *English-as-a-Second-Language (ESL) teacher (at school, school district, or local Educational Service District – check with your teacher or principal):*
How does the ESL teacher conceive of his or her role? What does the ESL teacher consider his/her teaching and assessment priority? In what ways does this teacher collaborate with other staff and community members? How is instruction scheduled and structured for ESL students? What resources from the community does this teacher use? In what ways are ESL students supported in your school or school district? What can a classroom teacher do to best support your work?
- *Special needs classroom teacher/consultant:*
How does this school integrate children with special needs into the overall program? What need categories are there in the current school population, including your assigned classroom? What is the school's process for identifying students with special needs? Who participates in the creation of the Individual Education Plan (IEP)? How do the special needs teachers collaborate with other teachers? What do classroom teachers generally do to incorporate these students into their regular classes? Does your district have students with certain needs clustered in a separate program within one designated school? Does the district depend on any resources outside the school in helping students with special needs and their parents and teachers? If so, what? What can a classroom teacher do to best support your work?

WEEK 7 (FEB. 18):

1. Parents, communities, and language

- In what ways are parents and community members involved in your classroom?
- In regards to what you are learning about your school's and school district's strategy for English language learners, compare and contrast approaches to Ariza's *Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student*

2. IMPORTANT FOR SPRING QUARTER: Begin determining with your teacher when during the week of May 3-7 would be the best time/day for you to teach 3 consecutive lessons that you will be designing at the beginning of Spring quarter. You must determine the specific content you will be teaching with your supervising teacher. Your Spring Quarter teaching "contract" is due to your seminar faculty no later than Friday, March 5.

- ★ The contract is located in the Appendix of this document.

WEEK 8 (FEB. 26):

1. What are the specific teaching strategies used to promote and teach egalitarianism?²

2. Gender and sexuality: Part I

- What are the school's/school district's policies that pertain to the gender and sexual orientation of students? of parents? of teachers?
- What implicit or explicit tensions or conflicts exist around gender and sexual orientation at your school?
- To what extent is heterosexuality normalized in the curriculum *and* in your school's culture? Be specific.
- What community and school resources exist to support gender and sexual orientation equity?

3. Complete the following interviews using the same protocol as previously:

- *School counselor:*

What are the most common issues/problems the counselor works with at your particular teaching grade levels? What does the counselor spend most of his/her on-the-job time doing? How closely do they work with teachers and on what kinds of things? What role do they have in working children with special needs and their families? Does the counselor depend on any resources outside the school in helping students and teachers? If so, what? What is the school's ratio of counselors to students? What can a classroom teacher do to best support your work?

- *School secretary*

What tasks demand the most time of the school secretary? In what ways does he/she perceive him/herself supporting the academic mission of the school? How would he/she describe the school's climate? What can a classroom teacher do to best support your work?

- *School custodian*

What tasks demand the most time of the school custodian? In what ways does he/she perceive him/herself supporting the academic mission of the school? would he/she describe the school's climate? What can a classroom teacher do to best support your work?

WEEK 9 (MARCH 4):

1. Sexuality and Gender: Part II

- Compare and contrast *Sexuality, Gender and Schooling: Shifting Agenda in Social Learning* with what you are observing about sexuality in your classroom and in the school overall. Be specific about what you observe and correspondingly relate to specific items from your text.
- How do issues of gender and sexuality manifest themselves in the classroom? Be specific.
- Based on gender, what do you observe in regards to student-to-student and teacher-to-student relations? Include classroom participation in your response.
- What are the school's/school district's policies on the teaching of sex and sexuality education? Include a copy of the policies.
- How implicit or explicit is the culture of your classroom/school around gender and sexuality?

2. Reminder: Spring teaching "contract due to your faculty no later than Friday, March 5.

² Banks et al., p. 16.

**** COMPLETED NO LATER THAN MONDAY OF WEEK 10 (MARCH 8)****

External governing and advisory groups

- Attend (a) a school parent-teacher organization meeting or school site council meeting and (b) a school board meeting (see school office for schedule of meetings).
- ✓ Include in your field journal the agenda for the meetings you attended and your reflections on the meeting based on what you have been learning in this program.

WEEK 10 (MARCH 11):

Literacy/reading

- Compare/contrast what you have been learning from your studies in reading & literacy this quarter to what you have been observing & learning in your classroom.

CONTINUING INTO SPRING QUARTER...

Attached to these guidelines are the performance-based assessment rubrics for which you will be assessed for the lessons you design and present. The rubrics are from the MIT *Student Teaching Handbook*. YOUR LESSONS ARE EXPECTED TO REFLECT PRINCIPLES OF MULTICULTURAL AND GLOBAL EDUCATION THAT YOU HAVE GAINED DURING WINTER QUARTER. You must also include what community resources exist that can support your lessons.

★ Assessment rubrics for “Planning and Preparation,” “Instruction,” and “Reflection on Teaching”³ in the Appendix of this document.

Additional information/timelines will be provided to you at the beginning of the Spring Quarter.

APPENDIX

1. “Spring Quarter 2010 Teaching Agreement”
2. “Minimum Components of the Teacher Candidate’s Lesson Plan”
 - go to p. 13,
http://www.evergreen.edu/mit/publications/st_hb07_sec1.pdf
3. *Student Teaching Handbook*:
 - Domain 1: Planning and Preparation
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities, Component 4a: Reflecting on Teaching
 - go to pp. 3-9, 14-17
http://www.evergreen.edu/mit/docs/StudTeachHndbk2_09.pdf

³ Student teaching expectations related to classroom environment/management and other professional responsibilities are not included in this assignment.