

Winter, 2007

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EDEC493 Practicum Seminar

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Seminar Requirements

Seminar activities will include discussion, presentation, lecture, guests, video, and readings. The Seminar is intended to reflect a **Constructivist Model** of education which is based on “principles of cooperation, inquiry, discourse, and dynamic exchange of ideas” (*Introduction to the Knowledge Base*, Center for the Preparation of School Personnel, CWU, 1992). The integral relationship between constructivism and early childhood education will be emphasized.

The following are requirements for Seminar:

A. Keep a journal of your practicum and seminar experience.

1. The journal will meet three basic objectives:
 - a. To communicate the course and progress of the practicum from week to week.
 - b. As a reflective document of pedagogy, content, and ECE issues.
 - c. As a source for discussions during Seminar and in meetings with the Practicum Supervisor.
2. Keep journal entries in a folder which can be left in class on Wednesdays.
3. Complete journal assignments in four areas (see template) according to course calendar journal focus questions. A brief overview of the day’s events is appropriate. Concentrate on reflective, instructional, and observational matters. Focus topics will be provided for each week’s entries and require thoughtful attention. Unless otherwise stipulated, **all writing is confidential, to be read only by the Practicum Supervisor. No material will be seen by the classroom teacher.**
4. Journals will be assessed three times during the quarter using a rubric provided.

B. Observe in 3 different ECE (Pre-K – 2nd grade) classrooms during the quarter: another classroom in your school, a classroom in your district, and outside the district.

Submit a 1 page typewritten summary of each of your observations describing:

- what you saw and found pertaining to the teacher, students, parents and other adults, and the environment.
- your own personal reaction.
- Choose classrooms you have not visited before.

Due dates for observation summaries:

- In school: Sem. Meeting #
 - In district: Meeting #
 - Out-of-district: Meeting #
- | see course calendar

Although there is always much value in conducting peer observations, this assignment is for the expressed purpose of watching certificated teachers in action. Observations should be made of regular faculty in the buildings you visit.

C. Meet requirements as indicated by “Lesson Plan Guidelines” handout.

D. Share a Transition Sponge with the class – to be demonstrated in class and posted on Blackboard.

E. Share a retrospective about a lesson or activity you have done in your classroom.

Bring in your lesson plan (plus 10 copies) on the day you will discuss the lesson.

Be prepared to address the following:

1. How the lesson or activity went.
2. What the students got out of it. Describe a student who was challenged by the lesson; a student who needed more challenge; a student for whom the lesson was just right.
3. How was the implementation similar to or different from the lesson plan?
4. What did you learn about teaching?
5. What questions do other people have?

F. Read:

1. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* by Gary Howard.

- Choose 3 passages which you found significant and come prepared to class to discuss them.

2. Selected articles from *Young Children*, Vol. 60, No. 6. Articles to be assigned in class.

- Determine the main ideas of each article you have read. Come prepared to explain these ideas in a small group discussion on the assigned day.

G. Participate in discussions, activities, and in-class writing assignments.

H. Be Professional. The Seminar Class is a component of practicum which is Pass/Fail. Assignments for Seminar are complimentary to the student's field work. Attendance and completion of Seminar assignments are part of the successful fulfillment of the practicum program.

I. Maintain confidentiality at all times.