

Seminar Curriculum for Practicum

In the interest of serving the needs of interns during their practicum field experience, the University Supervisors Committee, with assistance from the Office of Field Services, has designed this seminar curriculum. The purpose of seminar in the practicum experience is to allow practicum interns the opportunity to discuss and obtain feedback on the high and low points as they attempt to move from theory into practice. This feedback is seen as highly valuable and in many cases validating for the intern. This curriculum guide, based on data from student interns, supervisors, mentors, and individual departments within the College of Education and Human Services, is to be implemented by all University Supervisors during the practicum semester.

When running an effective seminar:

| Do | Don't |
|---|--|
| Allow interns to steer the conversations and discussions | Allow an intern or group of interns to dominate the seminar |
| Establish a safe and productive atmosphere | Assign readings or homework outside this curriculum guide or the course syllabus |
| Clarify interns' concerns regarding college policies and deadlines | Change college or university policies based on personal preferences |
| Encourage risk taking | Allow "tourists" |
| Offer interns the opportunity to discuss their frustrations and success stories and recognize their discussions as part of the learning process | Lecture |
| Have interns complete one portfolio for the semester which serves as both their college outcomes portfolio and their employment portfolio | Have interns complete two separate portfolios |
| Have interns write in a traditional reflective journal/diary | Have interns complete reflection sheets in lieu of a more formalized journal |
| Inform OFS of any potential concerns about seminar in a timely fashion | Dismiss interns' complaints or venting as inexperience or immaturity |
| Provide interns with examples of standards-based, Praxis-formatted lesson plans | Encourage interns to use a non-compatible lesson plan format |
| Discuss and share the Conflict Resolution (CRETE) activities listed in this curriculum | Repeat prior Conflict Resolution (CRETE) training activities |
| Invite interns to share classroom materials and portfolio artifacts | Show movies/videos, except for brief, relevant clips. |

Seminar One: first meeting at orientation

1. Review match information for each intern and obtain updated contact information
2. Distribute syllabus packet & review briefly
3. Inform interns of date, time and location of future seminar meetings
4. Explain mandatory nature of seminar and that attendance is non-negotiable
 - a. Good time to reiterate importance of the Intern Attendance form
5. Discuss roles & responsibilities of mentor and how to seek assistance from the University Supervisor regarding concerns
6. Review lesson plan formats and procedures
7. Introduce conflict resolution with classroom management focus
8. Review practicum reflection log
9. Ask interns to share two artifacts from their teaching at the next seminar and to be prepared to discuss how a course artifact meets a college outcome
 - a. One artifact should be an assignment from the course syllabus
 - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
 - c. Artifacts might be a lesson plan, a piece of student work, etc...
 - d. Remind interns they are to be collecting artifacts throughout the semester
10. Open discussion to address intern concerns, directing them to OFS if you are unable to address their concerns/questions
11. Remind interns of observation and evaluation procedures and begin to schedule initial observations with interns

Seminar Two:

1. Discuss portfolio process and meeting college outcomes
 - a. Interns may download the latest handbook from:
<http://www.csuohio.edu/coehs/students/portfolios/>
 - b. See sheet titled "Portfolio System Student Responsibilities"
 - c. See sheet titled "Portfolio Assessment – Checkpoint 3: Practicum – Supervisor Responsibilities"
2. Establish a date no later than the eleventh week of the semester for submitting checkpoint three college portfolios
3. Ask interns to share two artifacts from their teaching and to discuss how a course artifact meets a college outcome
 - a. One artifact should be an assignment from the course syllabus
 - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
 - c. Artifacts might be a lesson plan, a piece of student work, etc...
 - d. Discuss required and intern selected artifacts and collect one for assessment
 - e. Remind interns they are to be collecting artifacts throughout the semester and this activity will be repeated during each seminar
4. Conflict resolution activity: The Nature of Conflict, pp 14-16, Video Training Manual,
 - a. PowerPoint available from OFS
5. Open discussion using reflection log for interns to share:
 - a. Highlights of their own or their observations of their mentor's teaching
 - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
 - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
6. Remind interns of observation and evaluation procedures and follow up with interns regarding next observations and 7-week evaluations as necessary

Seminar Three:

1. Remind interns of the date for submitting final college portfolios
2. Ask interns to share two artifacts from their teaching and to discuss how a course artifact meets a college outcome
 - a. One artifact should be an assignment from the course syllabus
 - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
 - c. Artifacts might be a lesson plan, a piece of student work, etc...
 - d. Discuss required and intern selected artifacts and collect one for assessment
 - e. Remind interns they are to be collecting artifacts throughout the semester and this activity will be repeated during each seminar
3. Conflict resolution activity: Steps For Handling Feelings, pp 25-26, Video Training Manual
4. Have interns review the "Friendly Feedback" form and ask them to consider using it in their classroom
5. Open discussion using reflection log for interns to share:
 - a. Highlights of their own or their observations of their mentor's teaching
 - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
 - c. Burning Issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
6. Remind interns of observation and evaluation procedures and follow up with interns regarding second/third observations and 7-week evaluations as necessary

Seminar Four:

1. Remind interns of the date for submitting final college portfolios, no later than the eleventh week of the semester
2. Ask interns to share two artifacts from their teaching and to discuss how a course artifact meets a college outcome
 - a. One artifact should be an assignment from the course syllabus
 - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
 - c. Artifacts might be a lesson plan, a piece of student work, etc...
 - d. Discuss required and intern selected artifacts and collect one for assessment
 - e. Remind interns they are to be collecting artifacts throughout the semester and this activity will be repeated during each seminar
3. Conflict resolution activity: Choosing a Conflict Management Response, pp 59-61, Video Training Manual
4. Open discussion using reflection log for interns to share:
 - a. Highlights of their own or their observations of their mentor's teaching
 - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
 - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
5. Remind interns of observation and evaluation procedures and follow up with interns regarding third/fourth observations and 15-week evaluations as necessary

Seminar Five:

1. Collect College Portfolios
2. Conflict resolution activity: What is Good Listening, pp 41-42, Video Training Manual
3. Open discussion using reflection log for interns to share:
 - a. Highlights of their own or their observations of their mentor's teaching
 - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
 - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
4. Remind interns of observation and evaluation procedures and follow up with interns regarding fourth observations and 15-week evaluations as necessary
5. Distribute mentor evaluations or direct interns to the online evaluation form (URL TBD)
 - a. Collect mentor evaluations if intern completes a paper copy
6. Remind interns to have mentor complete evaluations of supervisors, OFS, etc...
 - a. Paper copies or online format
7. Distribute course evaluation and ask an intern to take the completed forms to OFS
 - a. No supervisor is to be present in the room as interns complete the evaluations
 - b. As an alternative, you may dismiss the interns 15 minutes early after providing instructions for completing the online course evaluation

Seminar Six:

1. Conflict resolution activity: What Do We Want for Our Interns: The Classroom Meeting, pp 83-88, Video Training Manual
2. Open discussion using reflection log for interns to share:
 - a. Highlights of their own or their observations of their mentor's teaching
 - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
 - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
3. Remind interns of observation and evaluation procedures and follow up with interns regarding fourth observations and 15-week evaluations as necessary
4. Return intern portfolios if assessed as meeting the outcomes
5. Debrief any end-of-semester concerns with interns