

EDUC 251 PRACTICUM MANUAL

2009 - 2010



**9125 - 50th Street
Edmonton, AB T6B 2H3
Phone: (780) 465-3500
Fax: (780) 465-3534**

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Self-Assessment Checklist (2 copies for the student)

Self-Evaluation (2 copies for the student)

Mentor Teacher Attestation Form (2 copies for mentor teachers)

Honorarium Claim Form

ACKNOWLEDGMENTS

The King's University College has offered EDUCATION 251 in various forms since 1981. This was before King's was accredited to offer its own degrees and when many of its Education students transferred to the University of Alberta to complete their B.Ed. requirements. At that time, it was important for King's courses to be as congruent with courses at the U of A as possible. Since that time, King's has become a degree granting institution in its own right, and was accredited by the Alberta government in 1994 to offer its own free-standing B.Ed. degree.

Up until the 2002 – 2003 academic year, King's and the U of A worked cooperatively in arranging the in-school (practicum) component of EDUC 251. The U of A has since decided to discontinue the in-school component, largely for logistical reasons. King's continues to offer the practicum component in the belief that it is useful for students exploring teaching as a career option to have early exposure to actual school classrooms. We are grateful to the schools and teachers who are making classrooms available to our students for this formative experience.

Parts of this manual have been adapted (with permission) from various editions of the U of A's Faculty of Education *Field Experiences Handbook-Introduction to Teaching*. Thanks are hereby extended to the Faculty of Education, U of A, for extending permission for this borrowing.

Mr. Stuart Williams served as the instructor for EDUC 251 for a number of years and has made many valuable suggestions for revisions to this manual.

Robert W. Bruinsma
Professor of Education (Emeritus)

Mission, Values, and Vision

We exist to provide university education that inspires and equips learners to bring renewal and reconciliation to every walk of life as followers of Jesus Christ, the Servant-King.

We value

Community...

- mutual encouragement, openness, and respect among students, staff, and faculty
- growth and maturity as Christians in all aspects of our lives
- our founding Reformed tradition for its convictions that our world belongs to God and that the redemptive work of Christ embraces all things
- the diverse Christian faith traditions of our faculty, staff, and students which enrich our academic community intellectually and spiritually
- our supporting constituency for its vision and dedication
- our calling to contribute to the public good
- collaboration with individuals, institutions, and governing authorities in higher education

and Learning...

- interest in exploring all dimensions of our world
- learning marked by openness, delight, and awe
- creative and critical pursuit of knowledge and wisdom
- the unfolding of creative gifts and talents
- interdisciplinary learning
- excellence in teaching, learning, and research
- student engagement in learning and research

...for Service

- global awareness shaped by respect for our neighbours
- social transformation rooted in a biblical vision of justice and compassion
- care for creation
- stewardship of all our resources

We aspire to flourish and grow as a university community faithful to the biblical vision of the restoration of all things in Jesus Christ, characterized by creative teaching, passionate learning, rigorous scholarship, compassionate care, and joyful service.

PRIMARY GOALS OF THE TEACHER EDUCATION PROGRAM

The goals of The King's University College Teacher Education Program are to prepare pre-service Education students to:

- discern among the various contending philosophical orientations that strive to define the theory and regularities of schooling
- articulate a defensible concept of Christian education including a holistic view of knowledge and of the child as a learner made in God's image
- be reflective about their learning and teaching practice
- understand the multifaceted roles of the teacher in contemporary Canadian schooling
- have a clear understanding of pedagogic theory including child development, learning and motivation, curriculum organization and development, instructional planning, and student evaluation
- demonstrate a beginning understanding of the knowledge, skills and attributes of sound pedagogic practice

THE PRACTICUM COMPONENTS OF THE KING'S UNIVERSITY COLLEGE TEACHER EDUCATION PROGRAM

There are three courses in the King's Teacher Education program that are designed to provide students with extensive opportunity for guided teaching practice. Two of these courses (EDUC 351 and EDUC 451) are open only to students who are enrolled in the King's Bachelor of Education (After Degree) program. EDUCATION 251: *Introduction to the Study of Teaching* is a course with a practicum component and is normally taken by students during their first degree program and serves as a general introduction to the teaching profession. EDUC 251 is a one semester course which has a 3-hour per week campus-based component as well as a school-based component consisting of 10 half days spent in classrooms. This manual is a guide to that latter component of the course. For information about the campus-based portion of the course, students should consult the current EDUCATION 251 Course Outline, which is available separately.

GENERAL PURPOSE OF EDUCATION 251

EDUCATION 251 is designed to introduce beginning university students to the professional life of the teacher by examining the school as a social institution especially as it relates to the multiple roles that a teacher is required to fulfill in the school. The most visible roles of the teacher are those that involve interactions with students, and it is these roles that will receive the greatest emphasis in the course; however, the roles and responsibilities associated with teaching extend beyond matters which involve instruction *per se*. Since the school is a many-sided, complex institution, and teaching is likewise a complex occupation, **consideration will therefore be given to the multiple roles of teaching within the context of the school and the expectations of society.** In particular, the course stresses the need for prospective teachers to become reflective about their task and to realize that schooling is fundamentally a **normative enterprise**. Schooling is always normative in nature because schools explicitly and implicitly seek to lead students to adopt particular views, habits, and understandings that are inherently value-laden. At King's, the implications of the Christian faith for teaching serve as a backdrop to this normative reflection.

EDUCATION 251 entails two different but complementary sorts of experiences. In the on-campus component, classes will be used to examine issues related to teaching and schooling. The in-school portion (the practicum), to which this *Manual* is a guide, is designed to allow students to observe and analyze instances of the phenomena discussed in on-campus classes, to participate in the life of classrooms, and to work in a limited way with students at different levels.

The general aim of EDUC 251 is to provide students with a good understanding of the scope of teaching and the expectations that have to be met. It is *not* to provide students with the skills of teaching *per se*.

EDUCATION 251 SCHOOL-BASED COMPONENT: ADMINISTRATION

EDUCATION 251 Staff

Telephone & E-mail

Professor Margie Patrick, Instructor	780-465-3500 ext.8104 margie.patrick@kingsu.ca
Dr. John Hull, Dean	780-465-3500 ext.8019 john.hull@kingsu.ca
Ms. Frieda Maaskant, Field Services Manager	780-465-3500 ext.8112 frieda.maaskant@kingsu.ca
Ms. Sheryl Plantinga, Admin. Assistant	780-465-3500 ext.8059 sheryl.plantinga@kingsu.ca

Please note that all inquiries or concerns related to school placements should be directed first to Ms. Maaskant.

Dates of School Visits (Fall 2009)

PRACTICUM 1: September 21 to October 23*

PRACTICUM 2: October 26 to November 27*

**October 12 is Thanksgiving Day and November 11 is Remembrance Day. If practicum visits fall on these dates, the student will NOT be expected to make up the missed practicum visit. In all other cases, students are expected to complete five visits for each practicum. It is the responsibility of the student to immediately notify the school and mentor teacher when she/he becomes aware that a practicum visit will be missed (e.g., stormy weather, illness).*

Normally, students will spend five half days in an elementary setting, and five half days in a junior or senior secondary setting. Placements are made in Public, Separate, or accredited Independent schools. Please note that all inquiries regarding school placements should be directed to Ms. Frieda Maaskant, Education Field Services Manager.

Remuneration of \$20.00/student/practicum will be made to each participating school at the conclusion of the Fall semester.

POLICY WITH RESPECT TO SUCCESSFUL/UNSUCCESSFUL COMPLETION OF EDUCATION 251

EDUCATION 251 is a course that has both an "on-campus" and a "school-based" component consisting of ten half days of experience in two different school settings. In order to receive credit for EDUC 251, a student must pass both components of the course. Passing the campus-based component requires an average of 50% on all assignments. Passing the school-based portion requires the submission by the mentor teachers of an **Attestation Form** of the student's completion of the practicum visits to the TKUC Education Department (see sample in this Manual) and a mark of 50% or better on each of the two practicum portfolios. In the event that a student fails either the campus or school-based component, the student must repeat both components and receive passing marks to receive credit for EDUC 251. In such cases the student must re-register in EDUC 251 and pay full tuition for the course.

Appeals regarding any aspect of the evaluation process involved in practica should be directed, in writing, to the Academic Dean. A student wishing to appeal the outcome of a practicum must comply with the Grade Appeal Process as described in the Calendar. Acceptable grounds for an appeal are such things as a procedural error, failure to consider all relevant factors, an error in marking or computing a mark, bias or discrimination, etc. **In no case can the appeal directly challenge the professional judgment of the mentor teacher.**

THE ROLE OF THE STUDENT IN THE EDUC 251 PRACTICUM

EDUC 251 students as Substitute Teachers

Students must remember that they are **guests** in the school/classroom to which they have been assigned. The classroom teacher has both professional and legal responsibility for the students in her/his classroom at all times. Students in EDUC 251 do not yet have the expertise to take on the role and responsibilities of the teacher. It is required that the mentor teacher is always available for the EDUC 251 student's support should the EDUC 251 student require it, and **at no time during the practicum can the student be used in the capacity of a substitute teacher.**

Preparation for the Practicum in the School

1. Review this Manual carefully
2. Become familiar with the ATA Code of Professional Conduct (See Appendix 2)
3. Prepare a **letter of introduction** to be given to the school practicum coordinator and/or mentor teacher. (See pages 10 and 13 for help in writing this letter.)
4. After placement postings are available, contact the school by phone, briefly introduce yourself, and request information about where you are to meet for your first session. If you are driving, ask about parking.

During the Practicum

1. Provide your practicum coordinator/mentor teacher with your personal letter of introduction. (See page 10)
2. Observe the teaching/learning situation under the direction of your mentor teachers. You are to observe in a thorough, non-judgmental manner. Participate in activities that have been prepared by school personnel. Participate in classroom management activities and assist with the preparation of resource materials. Present yourself to the school as a prospective teacher. **For all visits, plan to arrive at school well before classes begin (ideally about 30 minutes before). Be prepared to remain at school after classes for discussions, consultations, conferences, etc.** If your university timetable does not permit you to stay after class, schedule other time with your mentor teacher(s), if possible, to allow for discussion.

3. Plan an introduction of yourself to the class so that students know who you are and why you will be visiting the school and their classroom.
4. Take notes and make observations as required to allow you to complete your assigned Practicum Activities found in this manual.
5. At the end of each visit have the mentor teacher or school's practicum coordinator sign and date the Mentor Teacher Attestation Form.
6. **Reflect upon and evaluate what it is to teach and to learn.** Explore the qualities of classroom life that should be considered in the evaluation of teachers and teaching.
7. Become involved in extra-curricular and supervisory duties in any way that is possible and manageable. It is to the EDUC 251 student's advantage to become involved in school activities that extend beyond the regular classroom setting to gain a more complete understanding of other aspects of teaching and learning in the school community. (See page 9 for a listing of possible **Participation Activities**.)

It is important that you attend all scheduled school visits. If you are unable to attend one of the scheduled visits for any reason, **you must contact the school as early as possible**. Provide your mentor teacher with as much advance notice as possible. Any missed visits (except those due to Thanksgiving and Remembrance Day holidays) must be made up by the end of the practicum in order for you to receive credit for that practicum. **It is the student's responsibility to make the necessary rescheduling for a time that is convenient for your mentor teacher or school practicum coordinator.**

ROLE OF THE SCHOOL COORDINATOR AND/OR MENTOR TEACHER

In most circumstances an attempt is made to place EDUC 251 students as a cluster/group. If possible, the cluster of students should be welcomed to the school as a group by a school administrator or designate and given an orientation that includes a tour of the school and an overview of the school philosophy, pertinent policies, current school initiatives, etc. Discuss acceptable dress standards and school policies (e.g., parking, smoking, coffee, etc.)

The school practicum coordinator is responsible for assigning the student(s) to a classroom. The student may work with the same classroom teacher for the entire five visits, or have exposure to more than one classroom or instructional setting. **It is important that the students are able to spend time with their assigned teacher(s) after class hours, to ask questions as well as discuss their observations and investigative assignments. At the conclusion of each visit a mentor teacher or the school practicum coordinator is required to sign the Mentor Teacher Attestation Form that the student will present.**

Preparation for the Practicum in the School

1. Identify the specific teachers who will be working with the EDUC 251 students during their five week practicum. Receive a **Letter of Introduction** from the EDUC 251 student. Plan a general program of observation and interactive activities with each EDUC 251 student. Acquaint yourself with the activities EDUC 251 students are required to complete.

2. Introduce the EDUC 251 students to the school administration, support staff and teaching staff. Acquaint EDUC 251 students with school policies, and support services (i.e., library, audio-visual centre, resource centre, photocopiers).
3. Assist EDUC 251 students with observations and inquiries contained in this handbook.
4. Arrange for the EDUC 251 student to observe in instructional settings (other classrooms, grade levels, and activities) that may be available and of interest and benefit to the EDUC 251 students.
5. Provide EDUC 251 students with seating charts or class lists and daily schedules.

During the Practicum

1. Introduce EDUC 251 students to their classes, or enable the EDUC 251 students to make this introduction. Indicate to EDUC 251 students how they may interact with students in the class. Provide opportunities for the EDUC 251 students to engage in teaching-related activities in the context of your school/classroom.
2. Plan for time to meet with EDUC 251 students before or after class time to discuss specific issues and assignments from the University College. The EDUC 251 students will be attempting to understand the school context and expectations, observing and collecting data for their assignments. They will need you to help them to make sense of their observations and to put them in a meaningful context.
3. Supervise EDUC 251 students when they are engaged in activities with students.
4. Encourage EDUC 251 students to attend professional meetings such as staff meetings.
5. Provide feedback to the EDUC 251 student regarding their visits, with special reference to enthusiasm and initiative. Respond to and sign EDUC 251 students' self-assessments upon their completion of five visits (see sample in this handbook).

EVALUATION RESOURCES

1. Self-Assessment Checklist [Sample]

(2 copies for actual use are included at end of this manual)

Use one checklist like this after each of your two practica in EDUC 251, to assess your development of teaching attributes. (5=excellent, 1=poor) **Your comments are a critical component in this self-assessment.**

Date: _____ School: _____ Week #: _____

CATEGORY	COMMENTS	5	4	3	2	1
ATTITUDE						
I am beginning to view myself as a teacher rather than as a student.						
I believe hard work and dedication are essential qualities of a successful teacher.						
I have a positive attitude toward young people.						
I feel comfortable in a school setting as a teacher.						
I have confidence in my ability to teach successfully.						
The work I do in the classroom is very rewarding.						
I view teachers as professionals deserving respect and prestige.						
PERSONAL QUALITIES						
I am aware of students' individual needs.						
My approach to teaching is enthusiastic.						
I am friendly and courteous with students.						
My sense of humor contributes to a comfortable classroom atmosphere.						
I express myself well and feel I communicate successfully with students.						
I am able to cope with the everyday demands of teaching.						
I am flexible and able to adapt to unexpected situations.						
My personal appearance provides a good example for students.						
My lifestyle is such that I have the energy and vitality necessary to teach.						
I am able to relate to staff members in a friendly and professional manner.						

2. **Self-Evaluation Form [Sample]**
(2 copies for actual use are included at end of this manual)

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

SELF-EVALUATION

Student's Name: _____ Practicum: _____

I.D.#: _____ School: _____

Dates of Practicum: _____ Teacher/Coordinator: _____

What I have learned

Questions to pursue further

Assumptions I have challenged

EDUC 251 student's Signature

Teacher's comments (Optional but desirable)

Mentor Teacher's Signature

3. **Mentor Teacher(s) Attestation Form** [Sample]
(2 copies for actual use are included at end of this Manual)

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

MENTOR TEACHER ATTESTATION FORM

STUDENT'S NAME: _____

NAME OF SCHOOL: _____

NAME OF MENTOR TEACHER or

OTHER SCHOOL OFFICIAL: _____

The student named above completed a minimum of five (5) half days of observation and other classroom related activities in a satisfactory manner. **Please date and sign/initial each visit below.**

Date: _____ Signature: _____
Visit #1: _____

Visit #2: _____

Visit #3: _____

Visit #4: _____

Visit #5: _____

COMMENTS (Optional):

SIGNATURE: _____ DATE: _____

(A teacher's signature here indicates a satisfactory performance by the student)

ACTIVITIES

GENERAL PARTICIPATION ACTIVITIES

EDUC 251 students are expected to be involved in teaching-related activities as part of their field experience. The purpose is to increase the EDUC 251 student's awareness and understanding of the various roles associated with teaching and to provide opportunities for the EDUC 251 student to interact with students. Below is a list of **suggested** activities. Mentor teachers may wish to add other appropriate activities. *It is not intended that students participate in all activities listed.*

If an EDUC 251 student expresses an interest and the mentor teacher feels the student is capable, the student may teach a lesson or part of a lesson that has been jointly prepared by the mentor teacher and the EDUC 251 student.

Suggested Activities:

- Instructing and guiding a group through instructional games (e.g., math games, phys. ed.)
- Team teaching with the mentor teacher
- Charting students' profiles
- Checking homework
- Assisting with development of skills or concepts with special groups
- Tutoring individual pupils
- Helping individuals with work missed because of absence
- Reviewing content, skills or previous lessons with individuals or small groups
- Assisting with revision and editing requests from students
- Listening to pupils read orally
- Instructing pupils in proper and safe use of tools and equipment
- Assisting in the preparation of instructional materials
- Assisting in the development of displays and demonstrations
- Providing musical accompaniment
- Reading or telling stories to groups or the class
- Assisting in group discussions
- Providing assistance to groups or individuals in laboratory work
- Marking student work in conjunction with the mentor teacher
- Leading opening, closing exercises with the whole class
- Accompanying the mentor teacher in supervision
- Assisting in extracurricular activities
- Guiding students in library-related activities (i.e., selecting books, using reference material, etc.)
- Assisting on field trips
- Operating audiovisual equipment (i.e., VCR, filmstrip/film projector, recording students on tape, etc.)
- Assisting mentor teacher in preview of films, filmstrips, etc.
- Assisting in computer-related activities
- Taking attendance

LETTER OF INTRODUCTION SUGGESTIONS (See Introductory Activity A, p. 13)

In order to introduce yourself to your mentor teachers, college facilitator, and seminar leader, you are to write a letter introducing yourself. The following questions are prompts, which you could use as a starting point. The letter should be personal and reflect your personality. It should be about two typewritten pages long.

1. What teaching/coaching/leadership/work experience(s) have you had? What have you learned through these activities that will help students or help you as a teacher?
2. What special qualities and skills do you have that will enable you to work with students? (e.g., Patience is a quality; Red Cross Instructor's and Grade 9 Toronto Conservatory qualification indicate skills.)
3. Who influenced you to become a teacher? What influences encouraged your decision to become a teacher?
4. What do you expect to learn from being in a school with students?
5. What is your perception of:
 - teaching?
 - a teacher's responsibilities?
 - a teacher's workload?
6. What do you feel:
 - are your strengths as a EDUC 251 student?
 - are areas where you would like some coaching and mentoring?
7. How are you feeling going into this field experience? What are your concerns?

SPECIFIC PRACTICUM ASSIGNMENTS

I. Introduction to Investigation/Inquiry

EDUC 251 is designed to provide you with the opportunity early in your program to begin learning about teaching in actual school and classroom settings. The school environment is hardly unfamiliar to you, given that you have spent thousands of hours immersed in it as a student. So you already know much about what occurs in schools and what the teacher's job entails. However, because the knowledge and understandings that you developed were derived from the perspective of a student, you have only a partial view of what really goes on and why teachers do what they do. For example, although many students freely comment on the way their teachers conduct themselves in the classroom, few are likely to analyze their behavior systematically from the standpoint of pedagogically oriented action. Nor are many students apt to give much conscious thought either to the multitude of challenges and dilemmas that confront teachers daily or how they manage to cope with them.

As an initial field experience, EDUC 251 will begin the process of broadening and deepening your understanding of life in schools and classrooms, and it will sharpen especially your awareness of what teachers do on a daily basis as they attempt to meet the wide-ranging expectations associated with their job.

In addition to exploring the world of teaching from the perspective of an objective observer, you will also be encouraged to view teaching through the eyes of a teacher. You will be given the opportunity to get a “behind-the-scenes” view of teaching. Thus, if you harbor doubts about whether you really want to be a teacher, the time you spend in schools will assist you in coming to a decision. As well, it will help you develop a greater sense of certainty about the type of students with whom you would like to work and your preferred grade level. Your school placements will also expose you to a variety of teaching styles that you can begin to think about in terms of their apparent effectiveness and their compatibility with your personal philosophy of teaching.

To accomplish these goals, during much of your time spent in the schools you will be engaged in **systematic inquiry** into the world of teaching and in thoughtful reflection about what you encounter during this ongoing exploration. But without a clear focus and purpose each time you conduct such inquiry, the myriad events, interactions, and occurrences that typify life in schools and classrooms will be overwhelming. Hence the “theoretical” component of the course is intended to introduce you to concepts that can guide your field-based inquiry and give direction to your subsequent reflection and analysis. A cluster of concepts will not only enable you to better understand the complexities of schools and the teacher’s job in them, but it also will help you to appreciate how practice is intimately connected to educational theory.

This field-based inquiry will be carried out in a systematic and purposeful manner. You will:

1. **Focus** your investigations on specific behaviours, events, and activities that occur in the school and classroom, using the **10 Activities** provided in this handbook;
2. **Record** the information that you derive from focused observation, interviews, and conversation; and
3. **Reflect on** and **analyze** the findings/results of your observations.

II. Reflection

The development of a reflective approach to teaching is a lengthy process that will span your entire pre-service preparation program and, indeed, probably continue well into your teaching career. Although the opportunity to reflect on your own teaching practices must await a subsequent field experience, EDUC 251 is designed to at least initiate this reflective process. Combined with the readings and discussions associated with your on-campus component, the investigations that you undertake in the schools will serve as valuable reference points for reflection on a variety of matters pertinent to your preparation as a teacher.

Accordingly, you will be prodded to question, interpret, and analyze not only the ideas and issue that are raised in the campus component, but also the behavior, events, and episodes that become the focal points of your school-based investigations. You will reflect on your school-based investigations with a view to describing **what** happened and what you were able to observe, and also interpreting **why** it happened and **how** it has significance to you as well as to others.

Rather than merely accepting the everyday reality of the school, you will be encouraged to question current educational priorities and teaching practices, prevailing assumptions and beliefs about learning and instruction, and conventional ways of defining and dealing with educational problems. In similar fashion, you will subject your own personal beliefs and assumptions about teaching to critical appraisal, confirming some while reconsidering or discarding others in light of what you experience in the schools. This self-appraisal is necessary if you are to gradually construct a personal view of teaching and thus more sharply define your professional identity. **Your personal view of teaching should, of course, be a reflection of your over-all value system. Especially important are your beliefs regarding the nature of the learner and the nature of knowledge (what philosophers call your *anthropology and epistemology*). If, for example, you are a Christian, you ought to reflect on how your fundamental Christian beliefs shape your views on teaching and learning.**

In all cases, be professional in your analysis and refrain from making hasty or sweeping judgments.

III. Systematic Observation

There are many ways of observing classroom situations and discovering information. Some observation methods will give you quantitative, measurable information, while others will give qualitative, descriptive information. It is important to collect information that enables you to describe your environment in a variety of ways in order to avoid making uninformed judgments about schools, classrooms, and the teaching profession.

You will also find many differences between elementary and secondary schools. Your experiences may be very different in each of the settings but can be equally informative. It is important that you are able to see the entire spectrum of schools in order to understand it better. You may find that you are more able to interact with students in your elementary placement and will be in a more observational role in your secondary placement - both practices will provide you with valuable information.

Systematic observation involves three sequential steps:

1. Careful planning in advance of the focus of your observation session
 - during the on-campus session
 - in consultation with your mentor/facilitating teacher
 - with consideration of the observation activities provided in this handbook
2. Detailed recording of events over the course of your observation session
 - preparing thorough and detailed field notes
3. Analysis and reflection (using these field notes) following your observation.