

Waldorf Teacher Education Program

Practicum Handbook



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PRACTICUM REQUIREMENTS

- a contract signed by you and your practicum supervisor, submitted to the Antioch Internship/Practicum Coordinator (Arthur Auer).

- regular journal writing to be submitted monthly to your supervisor

- detailed observation notes on one child in your class

- a minimum total of four weeks (20 days) per practicum at a(n) approved site other than your own classroom, visiting and interning with a(n) approved teacher(s) (with at least 3 years full time Waldorf teaching experience) . The four weeks (20 days) do not necessarily have to be sequential but students are encouraged to visit in sequences of days that are as long as possible.

Example: practicum for eight weeks in your own classroom working on your contract goals and then four weeks away.

Those who have completed a prior internship at another site with a co-operating teacher have already satisfied the off-site requirement and are only required to visit at least one other classroom each semester.

- a cumulative and annotated list of books read over the course of the practicum to support professional goals.

- a detailed self evaluation of your practicum experience in relation to your goals.

PRACTICUM CONTRACT

You must formally submit your practicum contract to Arthur Auer (Internship/Practicum Coordinator) within the first 3 weeks of your practicum.

Your practicum contract must include the following information:

1. Your name and address and phone number
2. Name, address and telephone number of practicum site
3. Length of practicum: From: _____ To: _____
4. Weekly schedule days per week and hours per day (if you are currently employed)
5. A brief outline of the goals you hope to achieve in the practicum experience and the specific activities you plan to engage in as part of your practicum experience.
6. The name and address of your practicum supervisor.
7. A description of the documentation you plan to submit to verify your practicum experience. For most students documentation will include the following:
 1. Practicum Journal (child study, annotated bibliography)
 2. Self-Evaluation
 3. Participation in weekly Professional Seminar (for those in the Keene area)

Any additional documentation that a student plans to submit should be stated in the practicum contract. The documentation will be submitted to your Antioch Internship/Practicum Coordinator at the end of each semester of practicum accompanied by an practicum verification sheet.

8. You are responsible for emailing, by First Class, a draft of your contract to the Internship/practicum Coordinator at Antioch for approval. Once your contract has been agreed upon by your Internship/Practicum Coordinator, and reviewed by your practicum supervisor, it should be typed in final form and signed by your practicum supervisor. A copy of this final contract must be submitted to the Antioch Internship/Practicum Coordinator by the third week of the semester in which the practicum is scheduled to begin. Any subsequent alterations of the contract must be submitted to the Internship/Practicum Coordinator in writing, The coordinator may request a new contract when necessary.

9. You are expected to register for the practicum during the registration period for the semester in which you are doing your practicum.

ANTIOCH NEW ENGLAND WALDORF PRACTICUM SYLLABUS

ED 693 - 4 Credits

The Practicum is your actual teaching practice, or related work which you do in education. The purpose of the Practicum is to enable you to think reflectively about your work, and to assist you in integrating theory from your profession with practice. Through reflective processes, through consultation with other teachers and your supervisor, through reading and discussion we hope that you will see your work from new perspectives and will learn both how to value and how to re-evaluate what you are doing.

For the purpose of both reflection and verification, you will keep a dialogue journal of your teaching practice which will be shared with your supervisor. From time to time we may make assignments for the journal, but in general, it is a place for you to think aloud, and to converse with another person around issues, both good and bad, which arise in your experience as a teacher.

We will also ask you to keep in the journal notes on your observations of one student. The purpose of these observations is to enable you to come to a greater understanding of students in the context of school through the in depth study of one student in particular. Guidelines for these observations will be available through your supervisor.

For the purpose of comparison, for learning from others, and for an exchange of ideas you are required to spend 4 weeks (20 days) at (an)other site(s) with (an)other teacher(s). You might want to visit someone you have heard a lot about, or another teacher in this program. Visits should be described in your journal.

A fourth facet of the practicum is visits by your supervisor. Each student will be assigned a supervisor, a person who is available to help you in whatever way is possible and appropriate. Supervisors will visit students two to three times during the semester. These visits will include classroom observation. The format, time and place will be arranged between the student and the supervisor. (Note - Supervisor's meetings and visitation schedules may vary.)

You can think of the supervisor as a personal consultant; someone you may ask for advice in any professional capacity. You might ask your supervisor to observe a particular child or a particular set of lessons for reflection; you might turn to the supervisor for help with problems and frustrations which arise during the year, either in your classroom or in your school, or in the program. The relationships which are possible between supervisor and student are as varied as the number of students in the program. There is just one important point - the supervisor is not a judge or critic. Supervisors may be able to point out things you could do differently, but their primary purpose is to assist and advise.

The fifth & last facet of the practicum is reading. You should keep a list of all the books you read in your journal. This should be an annotated list; brief notes on the book for your own reference, and professional goals. Some will be books chosen by you because of their relevance for your particular teaching position or because of your individual interests, or may have been assigned out of previous coursework.

GUIDELINES FOR KEEPING A PRACTICUM JOURNAL

1. Leave a facing page or large margins for annotations and the reader's comments. This journal will be a dialogue with yourself and your advisor. Submit the journal to your supervisor once a month.
2. Date each entry.
3. Set aside a regular time for writing, not necessarily every day, but write with such regularity that it becomes a habit.
4. Feel free to incorporate other materials if you wish, including pictures, quotations, news items, etc.
5. If after you have written, you decide you do not want to share the thought, tape or staple the page over. Your supervisor will respect your privacy, and will keep material confidential at your request.
6. Experiment with different kinds of journal writing: catharsis, free association, frequent short entries, occasional long, extended-essay type entries, book reviews, poetry, whatever. (See other suggestions below.)
7. In a special place in your journal keep an annotated list of the books you have read this year and other schools or classrooms you have visited.
8. Although the journal will be read by your supervisor, it is really FOR YOU. Use it in any way that works well for you.

SUGGESTIONS FOR SPECIAL JOURNAL ENTRIES

1. This is a golden opportunity to work on objectively observing yourself. Step outside yourself and describe the person you were when you were the age of the students you are teaching. For instance, where did you live? What was important to you? What pleased you? What made you upset or frightened? How did you spend your free time?
2. Write about a person who was very important to you in your education. Describe him or her and tell how and why they were important.
3. Interview yourself as though you were preparing a profile of yourself for a newsletter in your school and for a small informal publication outside of Waldorf. Ask questions about your educational values, ideals, philosophy, and include your own formative experiences. This could be as a child or during your professional training.
4. Write about the teacher or teachers you had in elementary school that you really loved and describe what were the attributes you admired. Do the same thing about a teacher whom you did not like or respect or were frightened to encounter. What were the reasons for these feelings?
5. Write an observation of parent-child encounters observed in a shopping mall, supermarket or local store. Comment on your observations.
6. Include at regular intervals descriptions of your path of self development in regard to your work within Anthroposophy. Here again, try to look at yourself as an outsider and objectify the problems and triumphs.
7. Include a continuing dialogue on your progress of working with the temperaments in your lessons and in the every day life of the classroom. Try to differentiate the moments of planned use, such as in storytelling, from those moments when something a child does enlightens you as to how to proceed with discipline with that particular child. Write about moments that lead you to pedagogical insights and note how they came to you and what inspired you to change something and why.
8. Write a letter which you are NOT going to send to a parent involving some upsetting incident. Describe all the details as if you were needing to tell someone else everything that happened. Wait three days and rewrite that letter and observe the changes you experienced. Was the letter the same? Were you angry? Was blame involved? By the end of this process, try to objectify in writing the circumstances that led up to the incident in the first place.
9. If you were given a gift of money say, \$1,000 to spend on your room, what would you change or add and why?

Goal Setting Guide

A first step in the process of defining well-articulated and realizable goals is the identification of areas of concern. These questions may help you in determining goals for your Practicum. They are only a guide. Do not feel you have to answer all of them, or to use them if your Practicum goals are already clear to you.

1. What would you like to accomplish in your work that you are not currently doing?
2. What do you wish would happen in your class that doesn't happen too often now?
3. What do you wish you had more time or energy for?
4. What has angered you recently? What have you complained about recently?
5. With whom would you like to get along better?
6. What would you like to get your students to do that they are not currently doing?
7. What changes would you like to see in a few particular students?
8. What is taking you longer than you would like? What is too disorganized? What seems a waste of time? What seems too complicated?
9. What is wearing you out?
10. Who or what is causing bottlenecks or obstacles?
11. What do you wish you could experiment with?
12. What are some of the most frustrating aspects of your job?
13. Who or what is putting pressure on you?
14. What would you love to do, but never quite get around to?
15. What do you do pretty well now, but would like to improve?

Sample Practicum Goals

1. Strengthen techniques of teaching using the temperaments in transitions and story content.
2. Try to "lighten up" and keep things in perspective.
3. Figure out some techniques and methods of presentation to help parents gain more understanding for Waldorf education.
4. Integrate into my classroom at least two new ideas learned in my Waldorf training.
5. Submit something for publication.
6. Design activities to reach more individual learning styles.
7. Develop new classroom management skills.
8. Learn to write pedagogical stories.
9. Research and implement Waldorf curriculum at your specific grade level.
10. Develop singing and rhythmic activities for morning circle time.



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