

# OTTER CREEK INSTITUTE

## FOLLOW-UP PRACTICUM

For Chapman University Credit

**NOTE:** Practicum assignments should be sent directly to the address listed on the bottom of the following Title Page

**1, 2, or 3 SEMESTER UNITS**



**Students will have 4 months from the date of the workshop to submit practicum assignments.**

## Title Page

This *Title Page* must be included with all course material to receive credit.

### Contact Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Grade Level/Content Area: \_\_\_\_\_

School: \_\_\_\_\_

Course Title: \_\_\_\_\_

Course Number: \_\_\_\_\_ Number of Units: \_\_\_\_\_

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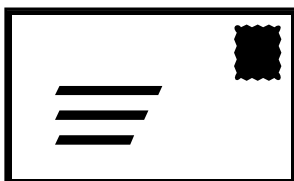
### Materials Checklist

All items listed below must be included. **Be sure each item is clearly labeled.**

Please check off each completed item:

- Title Page
  - Seminar Summary
  - Lesson Plans
  - Annotated Time Log
  - Course Rubric (As a guide for participant; to be completed by course evaluator)
  - End of Course Reflection
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### Mailing Instructions



Send completed coursework to:

**Gretchen McKay**  
30025 Alicia Pkwy #191  
Laguna Niguel, CA 92677  
Email: [gcmckay2@mac.com](mailto:gcmckay2@mac.com)

### **Please read carefully before beginning practicum assignments**

The purpose of this course is to allow educators to earn university credits by developing practical standards-based activities based on an Otter Creek Institute seminar. Chapman University will award 1, 2, or 3 semester units of graduate level elective credit based upon satisfactory completion of course requirements.

*These credits are professional development units not part of a degree program but used primarily for professional advancement (such as salary increment steps and recertification). Students should seek approval from appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding their criteria for credit acceptance and some states may not accept credit from universities that are located outside the state.*

Please note that you must complete a minimum of 15 hours of combined seminar time plus practicum time for each semester unit as follows:

- 1 unit = 15 hours
- 2 units = 30 hours
- 3 units = 45 hours

For instance, if a seminar is 6 hours in length, you will need to document an additional 9 hours for one semester unit. If the seminar is 6 hours and you want to earn 2 units, you would need to document an additional 24 hours of practicum for a total of 30 hours, etc.

### **Evaluation**

*Included in this syllabus is a rubric that matches the requirements for each assignment. Your assignments will be evaluated based on that rubric. Use this rubric as you evaluate your own assignments to ensure that you are meeting all requirements.*

### **Assignment # 1: Seminar Summary**

Review your notes and materials from the conference. If there are multiple content areas, prioritize one or two content areas, and use that area(s) for your focus in this course.

- Write a 1-2 page summary describing what you learned at the seminar. For those taking 2-3 units the summary should be 3-5 pages.
- Explain how you plan to use this information in your teaching situation—classroom, support staff, district office, etc. based on your position.

### **Assignment # 2: Lesson Plans/Unit Plans/Action Plan**

Create at least two detailed lesson plans for each credit that incorporate information/techniques related to what you learned at the seminar. Districts require different lesson plan formats; use the one approved by your district. In addition (if not already included in your lesson plan format) briefly list the standards (grade level/content) that your lesson plans will address. For one unit include at least 2 lesson plans. For 2 units include 4 and for 3 units include 6.

Those wishing to earn 2 or 3 semester units may want to complete a less detailed but more inclusive unit plan instead of individual lesson plans. This is fine as long as the unit is based on your seminar summary and applicable grade-level/content standards. Your unit should cover a minimum of a 2-week period.

Some workshops don't lend themselves to writing lesson plans based on the content. For those kinds of seminars, you may write a detailed **Action Plan** that includes the following:

- Describe the problem or issue you want to examine
- Indicate what steps you plan to take to solve this problem or address this issue using what you learned at the seminar
- Explain why you feel this action is necessary and how you expect to implement your Action Plan
- Write an evaluation of how your plan worked. Include examples if appropriate and explain what you would do differently next time.

The length of your Action Plan is determined by the number of units you are taking and the nature of the action you are going to implement. You should write at least 2 thoughtful pages/unit.

*\*For educators not working in a classroom situation, provide a detailed Action Plan that fits your needs showing how you will use this information in your school-related work.*

### **What do you do if you've done everything and you still don't have enough hours logged for a 2-3 unit class?**

In addition to either Lesson Plans or an Action Plan, you may log hours for reading related books or articles from professional journals. Provide the name of the book, author, number of pages you read and a 1-2 paragraph description of how the materials you read enhanced your learning related to this topic. Log the activity, time, and reflections in your Time Log.

You may also observe in other classrooms (with supervisor permission) and write a 1-2 paragraph description of your observation, what you learned, and how you can use that learning in your own teaching situation.

### Assignment # 3: Annotated Time Log

To document your seminar and practicum time, create an Annotated Time Log using the form included in this syllabus or a similar one of your own. **You may not include time spent on regular classroom activities for which you are already compensated.** Please total the number of hours.

The easiest way to create a TABLE is to use the Microsoft Word "Table" option. Choose "Table" at the top of your screen, then choose "Insert." Choose "4" for the number of columns. You can start with "4" for the rows also, but will add/delete rows as you go. To add/delete rows go to "Table", then "Insert" or "Delete" and choose the appropriate action. If you want to add another row, put your curser in the last row of your table and choose "Rows Below."

The sections will expand as you type. The columns can be made wider by using the curser to drag the lines. Here is an example of the required categories and how the table will look when completed.

#### Example

DATE	TIME	ACTIVITY	REFLECTION
9/12/07	5 hrs.	Attended OTI seminar.	The seminar was full of great information I can use immediately in my classroom. I talked with the presenter at lunch and got the name of a new book I want to read.
10/3/07	1 hour	I'm organizing my notes into categories!	I can't believe how much I am learning! I've been teaching for 5 years but I've never really thought about things like what kind of an impression I might make on my students.
<b>Total:</b>	<b>1 hr 45 min.</b>		

### Assignment # 4: End of Course Reflections

Type a 1-2 paragraph reflection assignment answering the following questions:

- Was I successful in incorporating the seminar materials into my classroom or educational situation?
- What additional materials/knowledge do I need and where might I find that information?



### **Confirmation, Grades, and Transcripts**

We will process your registration as soon as possible. Turnaround time depends upon volume. You may request official transcripts from the website:

[www.chapman.edu/k12](http://www.chapman.edu/k12)

**Grades will automatically be “Pass/No Pass.” If your district requires a letter grade, indicate that plainly on your title page.**

## OTI Practicum Rubric

The course evaluator who reviews your work will use the rubric below to assign points that will determine whether you receive credit or not.

Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_

### \_\_\_\_ **TITLE PAGE**

2—Includes all requested information

### \_\_\_\_ **SEMINAR SUMMARY**

4—Includes all information in typed, easy-to-read format. Well organized, shows participant attended seminar and understood information presented.,

2—Information is not typed or unorganized and does not clearly demonstrate understanding of information.

0—Information not included or inappropriate

### \_\_\_\_ **PRODUCTS/ACTIVITIES (LESSON PLANS, OBSERVATIONS, HAND-OUTS, ETC.)**

6—Products/activities address all assignments effectively and completely as outlined in the course syllabus

4—Products/activities reflect adequate effort towards completing coursework and show an effort to follow guidelines as outlined in the syllabus

0—Product/activities are inappropriate to course goals; do not follow course syllabus guidelines

### \_\_\_\_ **TIME LOG (INCLUDING TIME LOG REFLECTIONS)**

6—Log contains required number of hours, is typed or neatly written and organized. Reflections are thoughtful and relevant to course topic. Number of hours is accurately reflected in quality and quantity of products/activities.

4—Log contains most of the recommended hours, is readable and shows effort towards effective reflection

0—Log not included, incomplete, unreadable, or doesn't accurately reflect the amount of work completed.

### \_\_\_\_ **REFLECTION ASSIGNMENT**

4—Reflection assignments show ability to accurately assess learning related to course goals and assignments

2—Reflection paper shows some awareness of learning

0—Reflection paper not included or incomplete

### \_\_\_\_ **OVERALL QUALITY OF COMPLETED WORK**

2—Participant follows the syllabus and presents materials professionally using correct grammar, punctuation, and spelling

1—Presentation of materials is adequate but needs more attention to grammar, punctuation, spelling and/or organization

0—Materials are difficult to read or poorly organized

### \_\_\_\_ **TOTAL**

#### **Instructor Comments**

PASS/NO PASS: 18 points or higher. (Letter grades issued when required by school district.)  
Letter Grade: A= 24-22 pts. B=21-19 pts. C=18-17 pts. D=16-14 pts.