

Course Management and Preparation Topics

CONSIDERATIONS FOR PRACTICUM COURSES

COMMUNICATION WITHIN THE TEACHING TEAM

- How often will you meet as a teaching team? Are there topics that are important to you to cover during these meetings? Will these meetings include school staff?
- When is it appropriate for you to interject during lecture? Try to think of an example that is appropriate and one that is inappropriate.
- What is the role of the staff assistant in the course? What types of tasks are reasonable requests of the staff assistant (e.g., returning papers, copying, etc.)? How much lead time is sufficient?

YOUR AVAILABILITY TO STUDENTS

- In general, what is the best way to contact you, and what timeline can a student expect in terms of turnaround?
- How will you set up office hours? For example, will you set specific hours, or make them “by appointment”? How will you handle requests for students meeting outside of normal office hours? What are your boundaries around these requests? For example, how often are you willing to meet with the same student? Are you willing to meet in the evening and/or early mornings?
- What are the time limits for requesting help before an assignment is due? What type of assistance are you willing to give? For example, will you read drafts of papers, or only outlines?

YOUR SECTION (IF RELEVANT)

- Who will lead/facilitate section? Will it always be you, or a rotating group of students? Will the focus be on course content or experiences at their practicum site, or a balance of both?
- Will you provide feedback on participation in section? If so, what will be your criteria and how will you communicate performance to students? How will you work with problematic students (e.g., dominating discussion, inappropriate comments, gratuitously unprepared)?
- Consider the following scenario: Rachel has been struggling at her practicum site and often comes to section seeking help. How do you balance her needs with other students in the class with less immediately pressing issues? How do you balance the need to express frustrations with a focus on applying course learning? What would you do if Rachel’s struggles began to make the class/section take on a negative tone?
- How will you communicate to the faculty about section? Will you e-mail a brief synopsis after each section or discuss at a staff meeting? What about students who are raising concerns?

ASSIGNMENTS AND GRADING

- How will you handle grading as a team? Will you grade all assignments, or share with the faculty? How will you ensure that you share consistent grading standards?
- How will you factor in performance at the practicum site?