



S-997: FIELD EXPERIENCE
REFLECTIVE INQUIRY INTO PROFESSIONAL PRACTICE
Fall, 2017

Course Website: <https://canvas.harvard.edu/courses/33532>

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CLASS AND ASSIGNMENT SUMMARY

Note: Students must be available to attend all classes.

Assignments Classes

Activity	Deadline (by 5pm)	How to Submit	Directions
S-997 Enrollment	By 8/28	On-line	p. 3
Field Experience Offer Confirmation Form	By 9/8	Canvas	p. 3
Reflection #1: Preparation for Class #1	9/15	TF via Canvas	p. 3
*Class #1/Part I: Making Meaning of Professional Practice	9/18 (2:00 – 4:00 pm)		p. 4
*Class #1/Part II: Setting Expectations			
~Local Mentors and Interns	9/18 (4:30-6:00 pm) (GCC)		
	<i>(All Interns attend the first 45 minutes.)</i>		
~Distant Interns and Mentors	9/19-23 (By phone or virtually)		
Expectations Form	9/22	Email to Mentor (cc TF)	p. 4
Last day for internships to begin: 9/22			
Reflection #2: Artifact Analysis and Response to Readings	9/22	TF via Canvas	p. 5
Reflection #3: Mentor Interview Analysis	9/29	TF via Canvas	pp. 5-6
TF-Intern 1-1 Meetings (Round #1)	9/25-9/29	Arrange with TF	p. 6
*Class #2: Investigating your Fit with Organizational Cultures and Contexts	10/2 (2:00-4:00pm)		p. 6
Reflection #4: Open Topic	10/6	TF via Canvas	p. 6; pp. 11-12
Reflection #5: Preparation for Class #3	10/13	TF via Canvas	p. 7
*Class #3: Strategies for Inquiry into Puzzles of Practice	10/16 (2:00-4:00pm)		p. 7
Mid-term Reflection on Expectations	10/20	TF via Canvas	p. 8
Reflection #6: Preparation for Class # 4 (and email reading to small group)	10/27	TF via Canvas	p. 8
*Class #4: Making Your Academics “Work” for You	10/30 (2:00-4:00pm)		p. 9
TF-Intern 1-1 Meetings (Round #2)	10/31-11/10	Arrange with TF	p. 9
Student Practitioner Conference (SPC) Plan	11/10	TF via Canvas	p. 9; pp. 12-13
Prepare SPC Presentation, Protocol, and Evidence	11/20	Bring to the SPC	pp.12-13
Class #5: Student Practitioner Conference (SPC)	11/20 (2:00-4:00pm ~ GCC)		p. 9
Final Paper Proposal	11/29	TF via Canvas	pp. 9; pp. 13-15
Mentor-Intern End-of-internship Reflection	12/1	Arrange with Mentor	pp. 9-10
Last day to complete internship: 12/1			
Final Paper (including a synthesis of your Mentor-Intern reflection)	12/13	TF via Canvas	p. 10; pp. 13-15
CSO/FEP Exit Form	12/13	On-line	p. 10

INTRODUCTION

The Field Experience Program offers HGSE candidates in mentored internships with the opportunity to enroll in S-997: Reflective Inquiry into Professional Practice. Through S-997, Interns learn how to hone and apply reflective skills and strategies required for on-going professional growth and inquiry. Interns begin by examining their personal points of entry into their work – that is, the assumptions, expectations, and beliefs they bring to 1) a profession, 2) an organization’s work-place and culture, 3) their role in an organization, and 4) their goals for learning from their work. As Interns gain on-site experience and develop new perspectives about their work, the course provides them with means to examine how their thinking has shifted and how to resolve any dissonance between their initial expectations and new understandings.

S-997 is offered for SAT/NC only. A satisfactory grade (the equivalent of B- or better) is based on:

- Successful completion of an eligible FEP internship’s requirements.¹
- Attendance (in classes and one-on-one meetings with TFs). **Note:** *Each absence from class or TF meetings lowers a student’s average by a half-letter grade.*
- The timeliness and quality of weekly assignments (reflections, self-assessments, readings, interviews, and data collection) and of a final paper. **Note:** *Each assignment submitted more than 48 hours past a deadline reduces a student’s average by a half-grade. Thus, students with more than three late assignments cannot receive credit for the course.*
- The quality of a Student Practitioner Conference presentation.
- The quality of class participation (including supporting other students’ thinking).

S-997 students (“Interns”) receive considerable academic support from Teaching Fellows (TFs) and FEP Faculty.

- **TFs** plan and facilitate classes (under the direction of the FEP Director) – which engage Interns in small-group inquiry and discussion (using reflective activities that promote professional growth). TFs also meet twice a semester with each of their Interns, individually; communicate with Mentors at least twice during the term, and inform the FEP Director of any challenges Interns might be facing. Finally, TFs provide their Interns with feedback on various written assignments and recommend final grades to FEP Faculty.
- **FEP Faculty** (generally Master’s Program Directors) assist the FEP Director with the academic oversight of S-997 and submit students’ final grades (based on TFs’ comments). FEP Faculty also are available to provide Interns with support, as requested.

Students’ Academic Program	FEP Faculty Member
Arts in Education	Steve Seidel
Education Policy and Management	Karen Mapp
Higher Education	Jim Antony
Human Development and Psychology	Rick Weissbourd
International Education Policy	Vicki Jacobs
Language and Literacy	Pamela Mason
Learning and Teaching	Kitty Boles
Mind, Brain, and Education	Todd Rose
Prevention Science and Practice	Mandy Savitz-Romer
School Leadership	Mary Grassa O’Neill
Special Studies	Eileen McGowan
Technology, Innovation, and Education	Joe Blatt

¹Eligible FEP internships must (1) be at least *eight hours/week* and *10 weeks* (beginning no later than September 22 and ending no later than December 1); (2) provide Interns with contexts and work that are *new* to their professional experience); (3) provide Interns with the opportunity to learn and grow professionally in *substantive* ways; (4) expose Interns to a broad view of an organization and profession; and (5) complement students’ academic and professional interests. Students may use a variety of resources to locate internships – including the HGSE Career Services Office’s Internship Information: <http://cso.gse.harvard.edu/academicinternship-opportunities>

AN IMPORTANT NOTE ABOUT PLAGIARISM

All work submitted to meet S-997 requirements is expected to be the student's own (or cited properly) in compliance with HGSE's policy on plagiarism and as outlined in the current *HGSE Handbook*.

SYLLABUS AND ASSIGNMENTS

Note: Please find details about how to complete assignments on **pp. 11-15**.

Note: Please submit assignments online in Canvas using the steps highlighted in the screen shots at:
<https://guides.instructure.com/m/4212/u/41972-how-do-i-submit-an-online-assignment>

Complete S-997 Enrollment.	By 8/28 (by 3pm)	On-line (Registrar)
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Submit the Field Experience Offer Confirmation Form.	By 9/8 (by 5:00 pm)	Canvas
<ul style="list-style-type: none"> • Verify that you have accepted an internship that meets FEP internship requirements (as outlined on p. 2). • Provide a general description of your internship work and complete other requested information (e.g., relating to whether your Mentor will attend the Mentor-Intern Expectations Meeting (<i>on M/September 18 from 4:30-6:00pm in the Gutman Conference Center</i>) and when you and your Mentor will complete the FEP Expectations Form. On the S-997 Canvas site, select the "Offer Confirmation Form" tab from the left-hand navigation. Follow the link to complete the form. 		

To prepare for Class #1/Part I

Complete required readings.

- Facilitating reflection on practice. (www.lace.org.au/documents/Info_Sheet_Reflection.pdf)
- Bruffee, K. (1992). Collaborative learning and the Conversation of Mankind. In A. Goodsell, M. Maher, & V. Tinto. Collaborative learning: A sourcebook for higher education (v. 1) (p. 23-33). University Park, PA: National Center on Post-secondary Teaching, Learning, and Assessment. (http://www.jstor.org/stable/376924?seq=1#page_scan_tab_contents)
- Boud, D. (Summer, 2001). Using journal writing to enhance reflective practice. *New directions for adult and continuing education*, 90, 9-17. (<http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1002/ace.v2001:90/issuetoc>)

Complete Reflection #1.	Due 9/15 (by 5:00 pm)	TF via Canvas
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Note: Please refer to **pp. 11-12** for directions for writing Reflections that prepare you for classes.

Before writing your first reflection, complete the required reading for Class #1 (listed above).

Then, using principles of reflective writing and practice (outlined in the readings) and following the directions for writing reflections (provided on **pp. 11-12**). Please use the following questions to *guide* your thinking. (You do not need to answer each and every question directly in your reflection.)

Part I: Questions about Practice

- Why have you chosen your particular internship and its design? What assumptions did you make about your internship's work and possibilities when you chose it?
- Relatedly, what do you expect/hope to learn (e.g., do, know and deeply understand) through your internship?
- How does your internship choice "fit" into your professional plans?
- What do you assume and believe about what-it-means-to-be-an-Intern? How might the role be similar or different from that of a full-time, working professional? What challenges and possibilities might you encounter by assuming the role of Intern at this point in your professional life? Why?

Part II: Questions about Reflection

- How do you define reflection and reflective practice?
- Drawing from Class #1's readings and your past experience, how might you apply reflective practices to support your professional growth and mediate the possible challenges that you list above?

Bring a printed copy of Reflection #1 to class.

Class #1/Part I: Making Meaning of Professional Practice	9/18 (2:00-4:00pm)
<p style="text-align: center;">Overarching Questions</p> <p style="text-align: center;"><i>What are your expectations for your internship and why?</i></p> <p style="text-align: center;"><i>What is the role of reflection (and reflective practice) in professional development?</i></p> <p>Interns begin their work with a set of “givens” – assumptions, expectations, and beliefs about their internships’ professions, an Intern’s role in an organization/group, and what they will or can learn from an internship. To grow professionally, you will examine your internship experience, on an on-going basis, through the lens of your “givens.” As you gain experience and encounter new ideas, you will learn how to challenge the validity of your original assumptions, expectations, and beliefs; resolve dissonance between your initial “given” and the “new”; and make purposeful decisions about how to apply what you learn to cultivate your practice on an on-going basis. Class I/Part I will examine the role reflection can play in such professional inquiry and will introduce you to strategies that your section will use throughout the semester and beyond to analyze and synthesize your thinking about a profession, yourself as a professional, and yourself as an ongoing student of professional practice.</p>	
<p>Class #1/Part II: Setting Expectations</p> <p>~ Mentors and Interns</p> <p><i>(Note: Local and Distant Interns whose Mentors cannot attend Part II must attend the first 45 minutes of the session.)</i></p> <p>~ Distant Interns and Interns whose Mentors cannot attend Part II</p>	<p>9/18 ~ (4:30-6:00pm) ~ (GCC)</p> <p>9/18-9/22</p> <p>(By phone or virtually)</p>
<p>At the beginning of Class #1/Part II, all Interns (and their Mentors, if present) will examine the professional parameters of the Mentor-Intern relationship. Then Mentor-Intern pairs will discuss and align each other’s expectations for successful work and learning experiences – by setting goals, anticipating challenges, coordinating calendars, discussing day-to-day responsibilities and logistics, establishing norms for communication, and determining the substance of your work.</p> <p style="text-align: center;"><i>Distant Interns and local Interns whose Mentors cannot attend Class #1: Part II should plan to complete the Expectations Form <u>together</u> between September 18 and September 22. The Form is due September 22.</i></p>	

Submit the FEP Expectations Form.	Due 9/22 (by 5:00 pm)	Email to Mentor (cc TF)
<p>Arrange additional time (if needed) to complete pp. 2-3 of the Field Experience Expectations Form with your Mentor.</p> <p><i>Note:</i> You and your Mentor will each complete the final/third column of the Expectations Form at mid-term to reflect on how well you both have been meeting each other’s expectations.</p>		

Last day for internships to begin: F/9/22

To prepare for Class #2

Complete required reading.

- Bowditch, J.L., Buono, A.F., Stewart, M.M. (2008). *A primer on organizational behavior (7th Edition)*. Hoboken: NJ: John Wiley & Sons, 320-333. (iPac)
- Konrad, A. (2011). *Organizational culture, values, and fit in the workplace: Making the right job choices*. London, Ontario: Richard Ivey School of Business Foundation. (iPac)
- Schein, E.H. (2010). *Organizational culture and leadership (4th edition)*. San Francisco, CA: Jossey-Bass, 7-33. (Chapter 1: The Concept of Organizational Culture: Why Bother [7-22]; Chapter 2: The Three Levels of Culture [23-33]) (iPac)

While reading:

- Compare *Bowditch et al.'s (2008)* definitions of objective and subjective culture.
- Note the events and reasons *Schein (2010)* uses to define culture. Note the breadth of artifacts that can reflect organizational culture.
- As you read *Konrad (2011)*, think about your own preferences for institutional fit (and reasons for them).
- **Distant Interns:** Also think about how artifacts, in general, reflect the cultures and contexts of virtual organizations.

Complete an artifact collection (before writing Reflection #2).

9/18-9/22

Identify two-to-three artifacts that reflect your organization's objective culture. Remember that objective culture is reflected in "the artifacts created by an organization" (Bowditch et al., p. 323). Artifacts of objective culture are "visible and ... [tangible] structures and processes" (Schein, p. 24). They include "the visible products of the group, such as the architecture of its physical environment; its language; its technology and products; its artistic creations; its style, as embodied in clothing, manners of address, and emotional displays; its myths and stories told about the organization [including its "heroes"]; its published list of values; and its observable rituals and ceremonies" (Schein, p. 23).

Complete Reflection #2 Artifact analysis & response to readings.

9/22 (by 5:00 pm)

TF via Canvas

Bring one artifact (e.g., in photo, digital, or physical form) to share during discussion of the Class #2's overarching questions.

Please *synthesize* your thinking about the following questions, referencing the readings whenever possible to justify your assertions.

For all Interns:

- What do you think your internship's organization is trying to communicate about itself through the artifacts you have gathered? Why?
- To what degree (and in what ways) are the artifacts consistent or inconsistent in their message(s) about the organization (e.g., its values, culture, and/or politics)?
- How/why do the artifacts you have gathered reassure or puzzle you (re: your organization and work-site)?
- How aligned are your personal values with those that the artifacts represent? (Make explicit references to your artifacts and to the readings for Class #2.)

For Interns with *no* previous professional experience:

- How would you describe the *ideal* professional/organizational cultures in which you would like to work?
- What components of organizational culture (as described in readings) are most important to you and why?

OR for Interns with *previous* professional experience:

- How do your organization's artifacts and culture compare to those of your most recent work experience?
- What components of organizational culture (as described in readings) are most important to you and why?

Complete an interview of your Mentor about organizational culture.

9/25-9/29

The purpose of the Mentor interview is to support your learning about others' beliefs/assumptions about organizational culture, context, and work – and how they influence professional trajectories in your internship's particular organization/work place. Through this assignment, you also will learn how to learn about the culture and contexts of workplaces and organizations.

- 1) **Develop a list of questions for the interview** that will elicit information (about work culture, professional organizations, and your Mentor's work within them. Ask questions about issues that *you* are most interested in learning. You can develop your own questions and/or choose use the sample questions – below and at: http://new.lakeforest.edu/images/userImages/cacuser/Page_7750/Interviewing%20your%20Mentor!.pdf

Sample Guiding Questions

- What do I need to know about your profession and your organization’s history, structures, policies, and politics to complete my internship work well?
- How is this organization’s culture and work representative of other organizations in your professional sector?
- How does your work relate to others’ work in the organization?
- What is your professional history? (How did you originally come to this work? What assumptions and beliefs about your work have influenced your trajectory? What are your current professional goals and challenges? How does your organization support or challenge your ability to achieve your goals? Examples?)
- What organizational protocols should I know to communicate effectively with others?

2) **Schedule a time (30-45 minutes) to talk with your Mentor.**

3) **Complete the interview.** (You will need to take notes to complete Reflection #3.)

Begin by reviewing the purposes for the interview (listed above). Then explain that your notes will be confidential and that you will use them only in class as a basis to reflect with others about your own beliefs and assumptions about culture, context, and work. After the interview, don’t forget to thank your Mentor for his/her time!

Complete Reflection #3: Mentor Interview Analysis.	Due 9/29 (by 5:00 pm)	TF via Canvas
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- 1) List the questions you asked your Mentor and explain why they were important to you.
- 2) Then write a *synthesis* of your thinking about the following questions. Please reference the readings, whenever possible, to justify your assertions.
 - What did you learn about the culture and context of your organization and work? (For example: What was most powerful to you and why? What did you expect, what didn’t you anticipate, and/or did anything surprise/puzzle you? Why?)
 - How does your interpretation of the artifacts you have gathered of your organization’s culture and work compare with what you learned from your Mentor about the culture and work? How do you explain any dissonance between the two?
 - How does your Mentor’s description of the organization’s culture and work compare with the “ideal” culture in which you would like to work someday (or the culture of your most recent work setting, if applicable)?

TF-Intern 1-1 Meetings (Round #1)	Complete 9/25-9/29	Arrange with TF
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Make an appointment to meet with your TF this week to discuss class expectations, how your internship has begun, trouble-shoot any challenges, and ask any questions you have about preparing for Class #2.

Class #2: Investigating your Fit with Organizational Cultures and Contexts	10/2 (2:00-4:00pm)
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Overarching Questions

- What is organizational culture?
Why is it important to understand it?
How can you assess it?*

What is your current thinking about your fit with your organization’s culture (and the culture of its profession)?

While there is no single definition of organizational culture, there are identifiable components of it. The purpose of this class is to examine those components and how they might influence your work with your Mentor. You will investigate how your beliefs and assumptions about organizational culture (and the culture of your current workplace) might influence how you envision your future in a particular organization and profession.

Complete and Submit Reflection #4: Open Topic.	Due 10/6 (by 5:00 pm)	TF via Canvas
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Note: Please refer to **pp. 11-12** for directions for writing an Open Topic reflection.

To prepare for Class #3

Complete and Submit Reflection #5.

Due 10/13 (by 5:00 pm)

TF via Canvas

Reflection #5 focuses on a “puzzle about practice.” During Class #3, you will share your reflection and your puzzle with others, using a structured protocol to investigate the relationship among reflection, collaborative inquiry, and professional growth.

Heifetz and Linsky (2002) describe two kinds of puzzles (which the authors frame as “challenges”) that we might encounter in our work-lives and personal lives.

- **Technical challenges** are those that we can address by applying “know-how” to “fix” a situation, improve a skill, and/or modify surface behaviors.
- **Adaptive challenges** require us to examine the underlying principles of our behaviors - our “habits, beliefs, [and] values... [to] question and perhaps redefine aspects of [our] identit[ies]” (p. 30). When faced with an adaptive challenge – more often than not – our first tendency is to blame someone else – often someone in a leadership position (p. 90). However, to address adaptive challenges effectively, we have to examine how *we* contribute to it, what our investment is in preserving our behaviors, why and how we would like to adapt to meet the challenge, and how our beliefs and assumptions might be keeping us from doing so.

Heifetz and Linsky distinguish technical challenges from adaptive challenges as follows.

- “You know you are dealing with something more than a technical issue when people’s hearts and minds need to change, and not just their preferences or routine behaviors. In an adaptive challenge, people have to learn ... and choose between what [might] appear to be contradictory values” (p. 60).
- “You can distinguish technical problems from adaptive challenges by a process of exclusion. If you throw all the technical fixes you can imagine at the problem and the problem persists, it’s a pretty clear signal that an underlying adaptive challenge still needs to be addressed” (pp. 60-61).
- “[T]he persistence of conflict usually indicates that [you] have not yet made the adjustments and accepted the losses that accompany adaptive change” (p. 61).
- “[C]risis is a good indicator of adaptive issues that have festered. Crises represent danger because the stakes are high, time appears short, and the uncertainties are great” (p. 61).
- **Choose a focus for your puzzle** about your internship that is more adaptive than technical – one that you would like others to help you *investigate* (vs. simply resolve).²
- **Frame an investigative question** about your puzzle that you would like others to help you investigate – one that will require you to examine how your own behaviors, beliefs, assumptions, and motivations contribute to solving your puzzle.
- **Write a brief reflection (to share with others) about why your puzzle/question is of particular importance to you, how your personal assumptions and beliefs affect your thinking about your puzzle’s focus, and what you contribute to the puzzle.** Include any contextual information others need to know in order to appreciate the importance and impact of your puzzle. (You will share this reflection with others in your small group.)

Bring hard copies of Reflection #5 to class (per your TF’s instructions).

Class #3: Strategies for Inquiry into Puzzles of Practice

10/16 (2:00-4:00pm)

Overarching Questions

How can systematic, collaborative inquiry promote understanding about puzzles of practice?

How can such inquiry support your professional growth?

Why is understanding the differences between technical and adaptive challenges important for professional growth?

Reflective practice requires you to think *about* yourself and your work in a meta-cognitive manner. During this class, you will investigate (with a small group of your colleagues) a puzzle of practice that you feel is important for you to understand in order to grow professionally. To do so, you will identify a puzzle; determine the kind of challenge the puzzle poses (e.g., technical and/or adaptive); articulate the underlying beliefs, behaviors, and assumptions that you and others seem to contribute to the puzzle; search for possible resolutions to or deeper understanding of your puzzle, and articulate what you have learned (about your puzzle and reflective practice) to strengthen your professional growth.

² See also: Barnett, K. (2012). Student Interns’ socially constructed work realities: Narrowing the work expectation-reality gap. *Business Communications Quarterly*, 7 (3), 271-290.

Complete & submit the Mid-term reflection on expectations	Due 10/20 (by 5:00 pm)	TF via Canvas
<p>You and your Mentor will each complete (separately) the “Mid-term Reflection” column of your Field Experience Expectations Form to 1) identify any adjustments that may be needed to ensure you can achieve your internship’s goals and 2) alert your TF about any concerns related to your internship’s expectations (so that your TF can reach out to you and/or your Mentor, if warranted). If either you or your Mentor raise serious concerns or issues, your TF will inform the FEP Director who may, in turn, consult with you and/or your FEP Faculty member, as necessary, to help resolve such situations.</p>		
<p>A Note about Confidentiality</p>		
<ul style="list-style-type: none"> • The “Mid-term Reflection about Expectations” column is <i>confidential</i> (in that only your TF and the FEP Director, as appropriate, will read it). • The “Mid-term Summary” (on p. 4 of the Expectations Form) is <i>not confidential</i>. Your TF will compile your and your Mentor’s summaries and send them both to each of you to review and then discuss with each other. 		

To prepare for Class #4

Complete Reflection #6.	Due 10/27 (by 5:00 pm)	TF via Canvas
<p>Class #4 provides you with means to examine relationships between your internship’s work and your HGSE course work – and specifically, the relationship between theory and practice (which are sometimes complementary and often contradictory). In addition, you will hone your collaborative problem-solving skills using protocols. S-997 incorporates a variety of protocols to structure your inquiry into practice and asks you to think about how and why you can use underlying principles of protocols for on-going professional learning and development.</p>		
<p>A protocol is an “official procedure or system of rules” (https://www.google.com/search?q=definition+of+protocol&ie=utf-8&oe=utf-8) that guide collaborative and collegial examination of ideas in a productive, trustful manner (http://www.schoolreforminitiative.org/). While purposes for using protocols can vary (e.g., you can use them to analyze evidence/data, understand the complexity of an issue, reach consensus about topics, examine reasons for being “stuck” in your thinking), all protocols, in general, have a facilitator and time keeper and a focal topic (presented by an individual/group to a group). Protocols that focus on one person’s puzzle, dilemma, question, topic, and/or data generally allow time for 1) presenting the focus, its importance, and its context, 2) respondents to ask clarifying questions and/or gather additional, necessary information to be able to provide the presenter with what s/he wants of them, 3) the group to examine the focus (with or without the presenter’s participation), and 4) time for the presenter to summarize and synthesize where s/he has arrived in her/his thinking given the group’s support (and why). Protocols always end with appreciation for the presenter’s role in the process.</p>		
<p>To prepare for class, complete the following sequence of activities.</p>		
<ul style="list-style-type: none"> • Choose a theory you have studied in one of your classes this year which you would like to examine in context of your internship practice. • Choose a <i>brief</i> article or segment of an article/chapter (no more than two or three pages) that summarizes the theory you have chosen. • Briefly explain the theory you have chosen and why you have chosen it for this exercise. • Explore your initial thoughts about the nature/strength of the fit between the theory and your practice. • Determine an open-ended question, puzzle, problem, dilemma, or curiosity you have about what you have learned by examining your theory’s relationship to practice that you would like others to help you investigate. • Choose a protocol that is particularly appropriate for discussing your question, puzzle, problem, dilemma, or curiosity and be prepared to explain to your group why it is particularly fitting. You will have 20 minutes to ask your group for response, so please pace your protocol accordingly. 		

Complete required reading.

<ul style="list-style-type: none"> • School Reform Initiative protocols. (http://www.schoolreforminitiative.org/protocols/) • The Power of Protocols (McDonald, J., Mohr, N., Dichter, A., McDonald, E.C., 2007). (http://www.tcpress.com/pdfs/mcdonaldprot.pdf) • Elbow, P. & Belanoff, P. (2003). Sharing and responding. In: <i>Being a writer: A community of writers revisited</i>. Boston, MA: McGraw-Hill. Pp. 351-366. (iPac)
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Bring a copy of Reflection #5 to class for your personal reference.

Bring a copy of your protocol/rationale to share with your response group.

Class #4: Making Academics “Work” for You	10/30 (2:00-4:00pm)
<p>Overarching Questions <i>How do theory and practice inform each other and why?</i> <i>How will you apply what you learn about their relationship?</i> <i>How does collaborative reflection enhance your inquiry into professional practice?</i></p> <p>In coursework you have had the opportunity to examine theories that, as a student-practitioner, you have a unique opportunity to examine in context of your professional practice. Using a protocol of your choice, your colleagues will help you during class to:</p> <ul style="list-style-type: none"> • Understand the “fit” between a theory (of particular interest to you) and your internship experience. • Examine the reasons for the relative strength of that fit. • Investigate how your intellectual interests about your work influence your thinking about your career path. • Consider how protocols can enhance reflective inquiry into professional practice. 	

Complete 1-1 TF-Intern meetings (Round #2).	10/31-11/10	Arrange with TF
<p>During this 1-1 meeting, you will receive feedback and support regarding your Student Practitioner Conference Plan and your Final Paper Proposal. To ensure that your meeting is substantive, please bring a tentative outline of your ideas for discussion.</p>		

To prepare for Class #5		
Prepare and submit your SPC Plan.	Due 11/10 (by 5:00 pm)	TF via Canvas
Prepare SPC presentation, protocol, and evidence.	Due 11/20 (by 2:00 pm)	Bring to the SPC
Note: Please refer to pp. 12-13 for directions for preparing for the SPC.		

Class #5: Student Practitioner Conference (SPC)	11/20 (2:00-4:00pm ~ GCC)
<p>The purpose of the SPC is to provide you with means by which you can 1) reflect about the professional growth you have experienced over the semester through your internship and class participation, 2) consolidate your thinking and justify your conclusions, 3) receive collegial feedback about your thinking, and 4) begin to draft your Final Paper (should you decide to keep your SPC focus for your paper).</p>	

Complete and submit the Final Paper Proposal.	Due 11/29 (by 5:00 pm)	TF via Canvas
Note: Please refer to pp. 13-15 for directions for preparing the Final Paper Proposal.		

Complete the Mentor-Intern End-of-internship Reflection.	Complete by 12/1
<ul style="list-style-type: none"> • While FEP and S-997 do not require Interns or Mentors to complete formal evaluations of their work, S-997 does require that you and your Mentor meet at the end of your internship to reflect on what you each have learned from and with each other. • Please meet with your Mentor sometime no later than December 1 (to conduct the End-of-Internship Reflection). Use the following questions to frame your conversation. (You might want to provide these questions to your Mentor ahead of time.) • Note: Please take notes during your conversation. You will synthesis those notes in your Final Paper. <p style="text-align: center;">Guiding Questions</p> <p>For the Intern and Mentor:</p> <ul style="list-style-type: none"> • What did each of you enjoy about working together? • What worked well about your work together? Why? • What challenges did you face while working together? • How would you address similar challenges if you were to encounter them in the future and why? <p>For the Intern:</p> <ul style="list-style-type: none"> • What skills have you learned and what have you learned about yourself, professionally? • How does what-you-have-learned compare with what you had expected to learn? • How will you apply what you have learned in your future work? <p>For the Mentor:</p> <ul style="list-style-type: none"> • What have you learned about mentoring? • How did you experience compare with what you had expected? • What would you like to share about what you have learned about yourself as a professional? 	

Include a synthesis of your Mentor-Intern Reflection in your Final Paper.
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Note: Please refer to pp. 13-15 for directions for writing the Final Paper.

Last day to complete internship:12/1

Complete & submit your Final Paper.	Due 12/13 (by 5:00 pm)	TF via Canvas
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Note: Please refer to pp. 13-15 for directions for writing the Final Paper.

Submit the CSO/FEP Exit Form.	Due 12/13 (by 5:00 pm)	On-line
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In addition to the HGSE course evaluation, you are required to complete the Field Experience Program Exit Form. FEP uses information from the form to strengthen the internship experience and its connections to S-997. FEP also uses information to strengthen connections between current and former HGSE students regarding internship opportunities.

DIRECTIONS FOR COMPLETING ASSIGNMENTS

REFLECTIONS

Note: Each Reflection should be *no more than one typed, single-spaced page* (12 point font; 1” margins).

Note: While you may use an informal tone, you still must appropriately cite any sources you use that are outside of your personal experience.

Purposes for Writing Reflections

Reflections serve three purposes.

1. Development of habits of reflective practice

Reflection allows you to distance yourself from the course’s activities and the day-to-day work of your internship so that you can think *about* and learn *from* them. Written reflection is a means for synthesizing and analyzing your experiences to determine what you are learning about a profession, yourself as a professional, and yourself as an ongoing student of professional practice.

Class #1’s readings emphasize that a meaningful reflection is not simply a summary of your work or an opinion piece about it. *Deep* reflection requires you to explain – “make visible” – in an explicit, meta-cognitive manner): 1) The “*why*” of *what* you have accomplished and *how* you have accomplished it, 2) how your beliefs and assumptions influence your thinking about your work, and 3) the impact of what you are learning on your current and future thinking about yourself, your work, and your career.

To ensure deep reflection, you will need to *substantiate* and *justify* each assertion you make with *examples* – from your internship, your reflections, readings, S-997 and other coursework, and/or your past experience – *providing citations for your evidence, as required*.

2. Preparation for class

All but one of your written reflections (#4) ask you to prepare for classes by reflecting on a session’s overarching questions. (TFs read these written reflections in advance of class to help them plan.)

3. Preparation for the Student Practitioner Conference and Final Paper

You will review your written reflections to hone a focus for your Student Practitioner Conference presentation and for your Final Paper (both outlined below).

Directions for Writing Reflections

1. Reflections that prepare you for class

Reflections #1, #2, #3, #5, and #6 ask you to prepare for class discussions. TFs read these reflections and may respond to them in writing, address them during class, and/or facilitate activities that allow you to examine your thinking with others during class.

Please conclude each of your written reflections with a paragraph that discusses *how* reflection has influenced 1) your practice and 2) your beliefs/assumptions about the profession, yourself as a professional, and/or yourself as an ongoing student of professional practice. (If useful, ask yourself, “What am I thinking? So what? Now what?”)

2. The “Open Topic” Reflection

Reflection #4 asks you to write about a focus that is meaningful to you – such as a particular moment, issue, idea, question, puzzle, or topic related to your internship and/or to S-997 classes/activities that you would like to examine more closely. Your TF will respond, in writing, to this reflection. If you are stuck thinking about a topic, here are some examples that past students have used.

- How an idea from class and/or the internship relates to 1) past/current work and/or 2) theory or research introduced in S-997 and other classes.
- The relationship between your work and the larger organization/profession of your internship.
- The match between your work/learning style and your organization’s culture/expectations.
- How you are balancing your work, school, and personal lives.
- How your internship informs your thinking about your career path.
- A reflection that anticipates/prepares you for a particular, upcoming moment in your internship (e.g., a conversation, intervention, resolution of a conflict).
- Communication between you and your Mentor (or with/among others at your internship).
- How well you and your Mentor are meeting each other’s expectations and how to resolve dissonance.

Once you have chosen an open topic, engage in authentic reflection about:

- Why the focus is important to you.
- The context of your focus – including the personal and professional assumptions and beliefs that influence your thinking about it.
- Past experiences and current coursework (including S-997) that inform how/what you think about your focus.
- How your reflection about this focus informs your understanding about a profession, yourself as a professional, and/or yourself as an ongoing student of practice.

THE STUDENT PRACTITIONER CONFERENCE (SPC)

M/November 20 2:00pm (sharp) ~ 4:00pm

Purposes for the SPC

In the description of Class #1, we noted that,

“Interns begin their work with a set of “givens” – assumptions, expectations, and beliefs about their internships’ professions, an Intern’s role in an organization/group, and what they will or can learn from an internship. To grow professionally, you will examine your internship experience, on an on-going basis, through the lens of your “givens.” As you gain experience and encounter new ideas, you will learn how to challenge the validity of your original assumptions, expectations, and beliefs; resolve dissonance between your initial “given” and the “new”; and make purposeful decisions about how to apply what you learn to cultivate your practice on an on-going basis.”

One purpose of the SPC, then, is to provide you with means by which you can assess and share how you have grown professionally through your internship and through your reflection about your assumptions, expectations, beliefs, and professional work.

A second purpose of the SPC is to help you begin to analyze and synthesize what you have learned over the course of the semester (about your practice and how to learn from it) – in preparation for writing your Final Paper.

Preparing your SPC Presentation

During the SPC, you will have 20 minutes to present to and receive response from a table of six (four other Interns and one facilitator). Specifically, you will:

- 1. Present an analysis about how and *why* your initial expectations, assumptions, and beliefs have evolved over the term concerning *one* of the following. (E.g., How is your current thinking similar or different from your initial thoughts, how have you resolved dissonance between what you believed and what you experienced or observed, and why).**

- A profession, an organization’s workplace and culture, and your role in both *or*
- The relationship between a theory and practice.

Note: To kick-start your investigation, try thinking, “*I used to assume/expect/believe ___ about ___. At this point I have learned ___ about ___, and now I assume/expect/believe ___ about ___.*” If you are “stuck,” you might want to consider foci that past Interns have used – including:

- Connections between the “real world” and academia (e.g., links among theory, research, and/or practice).
 - Your fit with a particular profession, organization, culture, and/or role.
 - Successes or challenges you have or will experience as a professional.
 - Your professional aspirations and trajectory.
 - Your definition of “good work” and what influences your ability to do good work.
 - The role of reflective practice in professional growth.
- 2. Based on your internship and on your work in S-997:**
 - **Name one strength you think you will bring to your future professional work and professional growth and one challenge you are likely to face. On what evidence and experience are you basing your predictions?**
 - **How will you use reflective practice to address your challenge and build upon your strengths?**

To prepare for the SPC:

1. Prepare and submit your SPC Plan.

Due by 5pm ~ F/November 10 to Canvas.

Please provide the following in **no more than one double-spaced page** (12-point font; 1” margins).

- Provide a title for your presentation and your name.
- Identify the focus you have chosen for your presentation.
- Explain (in a few sentences) why your focus is meaningful to and important for you to examine.

2. Prepare your presentation

- Complete your investigation into your focus, your strengths, and your challenges, as outlined above.
- Gather and bring easily visible evidence that will illustrate and justify all of the major assertions you will make during your presentation
- Choose a 20-minute protocol for your table to use – one that will allow you to receive the kind of response you would like to receive to your presentation. Bring six copies of your protocol to the SPC to distribute to your table. **Note:** You may choose a published protocol (e.g., from the required readings for Session #4, listed on p. 8) or you may design your own (as long as it incorporates the common principles of protocols, outlined on p. 8).

THE FINAL PAPER

Purpose

To be an on-going student of professional practice, you will need to keep a vigilant, meta-cognitive eye on the what, how, and why of your beliefs and behaviors – especially as they evolve. The Final Paper provides you with means to begin such an on-going investigation. In your paper, you will “look back” to identify patterns and/or themes in your thinking and behaviors and then “look forward” by articulating how the evolution of your thinking and actions inform your future plans for professional work and growth.

Requirements

A successful Final Paper will demonstrate:

- Your understanding of how to engage in substantive, reflective inquiry into professional practice.
- Your understanding of how reflection influences professional growth.
- The development of your learning over the course of your internship and S-997 about a profession, yourself as a professional, and yourself as an on-going student of professional practice.
- The implications of what you have learned for your future professional work and growth.
- Your ability to use evidence (from your internship or class) to substantiate your assumptions and beliefs.

Note: Your Final Paper grade (“pass” or “revise”) depends on the depth of your reflection and the depth with which you substantiate your more general assertions or beliefs with evidence (e.g., by providing reference to or quotations from reflections, readings, and interviews; examples from class or internship work/discussions; details about particular contexts or theories).

Hint: Anticipate whether someone, while reading your paper, could ask, “On what authority is this writer arguing ____?” “What evidence is there for the writer’s beliefs?” “How does the writer know this?” “What is an example of...?” “Why?”)

The Final Paper Proposal

Due by 5pm ~ W/November 29 to Canvas.

Please provide the following in **no more than one double-spaced page** (using 12-point font; 1” margins, APA format, and citations and a reference list, as necessary). (Also refer to the HGSE *Student Handbook* for information about avoiding plagiarism.)

Note: Your TF can offer you support for writing your Final Paper Proposal during your second 1-1 TF meeting - **during the weeks of October 30 and November 6.**

Note: In much the same way that the Registrar’s Office requires independent study students to submit documentation of their work, it also requests copies of S-997 students’ Final Paper proposals for its files. The Registrar’s Office does *not* use the proposals for any purpose other than documentation, and the proposals are not publicly viewable.

1. Provide the following information in the top, right-hand corner of your proposal.

- Your name
- Your HGSE degree program
- The name of your FEP Faculty member (listed on p. 2 of this syllabus)
- The name of your internship site
- Your internship title (if you have had one)
- The name of your on-site Mentor
- The name of your Teaching Fellow

2. Indicate which of the following two options you will address in your Final Paper and then complete the reflection for that Option.

Option 1: Links between theory and practice

Choose this focus if you have a particular interest in how research and/or a theory (from S-997 or other courses) and practice (associated with your internship) inform each other. **Note:** You may expand/deepen the focus you chose for Class #4, or you may choose an entirely different focus. If you choose this option, your ***Final Paper*** should include:

- A description of the theoretical framework and/or research you have chosen and an explanation about why it is important to you.
- An analysis of the evolution of your thinking/questions about the connections between your chosen theory/research and practice.
- An explanation of how taking a theoretical (or research-based) perspective has informed your understanding of:
 - A profession.
 - The possibilities and/or limitations of the research/theoretical perspective in light of practice.
 - How to use the link between your research/theoretical perspective and practice to strengthen your practice (or other's practice).
- An explanation about how reflection has helped you understand connections between theory and practice and about how you can use reflection to support your on-going professional growth.

If you choose this option, your ***Final Paper Proposal*** should include the following.

- Identify the theoretical framework or research focus you have chosen and why it is important to you.
- Briefly describe how taking a theoretical perspective has influenced your current understanding of:
 - The possibilities and/or limitations of the theoretical perspective.
 - Your internship's profession and work and your professional identity/relationship to that work.
 - Ways to improve practice.

Option 2: Reflecting on a puzzle of practice

Choose this option if you would like to analyze the development (over the semester) of a theme, puzzle, personal quandary, or vulnerable issue related to your practice and/or participation in the course. If you choose this option, your ***Final Paper*** should include:

- A description of your focus and an explanation about why it is important to you.
- An explanation of how and why your thinking about your focus has evolved over the semester (in context of your internship and S-997).
- An examination of how and why your personal beliefs and assumptions may have influenced your thinking about your focus over the course of the semester and of whether your beliefs and assumptions have evolved (and why).
- An analysis of how and why what-you-have-learned about your focus (including fresh perspectives) informs your thinking about your future practice.
- An explanation about how reflection has helped you to understand your focus and how you can use it to support your on-going professional growth.

If you choose this option, your ***Final Paper Proposal*** should include the following.

- Identify the focus you have chosen (based on your internship work and your work in S-997) and why it is important for you to examine it deeply.
- Briefly describe your purpose for reflecting on your chosen puzzle of practice.
- How your beliefs and assumptions have influenced your reflection and actions (related to your focus) over the semester.

Continued on the next page.

The Final Paper Format

Note: Your paper should be 8-10 pages – double-spaced with 12-point font and 1” margins. Please use APA format, and include citations and a list of references (as is necessary).

Note: Your TF will read and comment on your Final Paper and then send the paper and comments to your FEP faculty member for final approval (of your paper and course grade). (You may share your Final Paper with your Mentor as you wish.)

The Cover Page

- Your name
- Your HGSE degree program
- The name of your FEP Faculty member (listed on p. 2 of this syllabus)
- The name of your internship site
- Your internship title (if you have had one)
- The name of your on-site Mentor
- The name of your Teaching Fellow

Part I (2-3 pages): The Internship

A summary (1-1.5 pages) of the work you have completed through your internship - including a succinct description of:

- The organization in which you worked.
- Your role/position in it.
- The work you completed.
- Key lessons you are taking away from the experience.

A synthesis (1-1.5 pages) of your Mentor-Intern End-of-internship Reflection – including your responses to the following questions:

- What were some of the highlights of your discussion?
- How did it feel to have the discussion (and why)?
- What did you learn from the discussion that will have an impact on your future work, how you think about yourself as a professional, and your future professional growth?

Part II (6-7 pages): Inquiry into Professional Practice

- Complete the requirements for the option you have chosen (as noted on p. 13, above).