Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 4000: Practicum in Elementary Curriculum and Instruction

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Office Hours: M 9:40 - 11:10a, 2:40 – 3:40p W 9:40a – 11:10a, 12:00p – 1:00p
Phone: 581-7896
Class Meetings: **M 12:00 - 12:50 Arr.**

Attendance at one of the following practicum meetings is mandatory. September 18, 2012 12:00 pm- 1:00 pm Place: Arcola-Tuscola Room, University Union OR September 20, 2012 4:00 pm- 5:00 pm Place: Arcola-Tuscola Room, University Union

Unit Theme: Educator as creator of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies

Course Description: (0-3-1) Supervised clinical experiences with emphasis on curriculum and instructional aspects of early elementary and late elementary subject areas. Forty-five hours of classroom participation.

Prerequisites: Concurrent enrollment in one or more of ELE 3250, 3281, 3290, 3340, 4880, or permission of department chair. Course may be taken twice with permission of the department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: ELE 4000 provides prospective teachers with authentic classroom experiences in planning and teaching social studies, science, and reading and other subject areas to children with diverse backgrounds and abilities. Participation experiences are integral to the associated methods courses of Block II. The students enrolled in this course are under the direct supervision of the university instructor and the cooperating classroom teacher. ELE 4000 is in partial fulfillment of the pre-student teaching practicum mandated by the Illinois State Teacher Certification Board.

Admission to student teaching depends upon successful completion of ELE 4000 and on the positive recommendation of the cooperating classroom teacher with whom the student participates for 45+ clinical hours.

Course Textbooks: There are no required textbooks for this course.

Supplemental Materials:
- Personal LiveText account
- Department portfolio binder and inserts
- Binder for course notebook
- Professional Development Requirements (PDR), purple sheet

Teaching Model:

The Social Family Models: Building the Learning Community
- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

The Behavioral Models
- Behavioral models concentrate on observable behavior and clearly defined tasks and methods for communicating progress to the student.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the attitudes and ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:
Course requirements and demonstrated competencies are aligned with the following standards:
- Illinois Professional Teaching Standards (IPTS) http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf

- Language Arts Standards for all Illinois Teachers (ICLAS)
  http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (ICTS)
  http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- SPA Standards Alignment (Special Professional Association Standards) based on:
- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
  http://www.acei.org/Synopsis.htm and http://www.acei.org/ncateindex.htm
- NAEYC (National Association for the Education of Young Children) NAEYC
  http://www.naeyc.org/accreditation/next_era.asp

Outcomes specific to ELE 4000:

- Students will utilize content knowledge effectively in lesson planning.
- Students will provide an effective classroom environment to support the success of unique individual students.
- Students will design. implement, and assess instruction to achieve specific and differentiated learning outcomes.
- Students will model professional behavior, dress, and positive dispositions appropriate for the school community.
- Students will demonstrate a mastery of technology in support of teaching and learning in the classroom.
- Students will understand the community and intentionally teach as appropriate for the benefit of the community.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence and contribution during class meetings, thoughtful contributions to WebCT discussion board*, support of peer classmates, children, and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and collaboration with university supervisor, classroom teacher, children, and peers.	IPTS 10, 11 ACEI 5.1 NAEYC 1 LASIT 2 TSIT 1,2,5,6 Dispositions EC, IWS, PEP, SDE
Lesson Planning	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, small unit development (5 days), assessment of children's prior knowledge, implementation of cooperative learning, appropriate assessments, and follow-up. Focus is on differentiated curriculum and children's academic, behavioral, and cultural diversity.	IPTS 1, 2, 3, 4, 6 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 2. 3 TSIT 3A, 3F Dispositions PTSL, SDE
Classroom management	Performance includes effective implementation of a classroom management plan, keeping the class fully informed of daily agendas and lesson agendas, inviting and utilizing student input, managing smooth transitions, rewards and consequences. Focus is on teacher listening skills, leadership, and facilitation of student work.	IPTS 2, 5, 7 ACEI 1, 3.2, NAEYC 1, 5 Dispositions SDE, IWS, PTSL
Technology	Performance includes knowledge, use, and application of technology tools in teaching, research, planning, communication, and presentation. Focus is on increasing student technology skills and enabling students to develop and evaluate technology products for the classroom and to post online.	IPTS 12 ACEI 5.3, 5.4 NAEYC 3, 7 TSIT 1, 2, 3, 5, 7, 8 Dispositions IWS, PEP, ED, PTSL
Professionalism	Performance includes fulfillment of course requirements and school and classroom guidelines as directed by the university supervisor and the classroom teacher. Dispositions of inquiry, serious effort, and dedication to excellence will be expected. Appropriate dress, cleanliness, smiles, ready conversation with children will be typical of the professional teacher candidate. Focus is on the participants' joy and well-being in the classroom.	IPTS 11 ACEI 5.1 NAEYC 6, 1, 8, 10 Dispositions PEP, IWS, EC, SDE

Assessments: Evaluation of children's learning Evaluation of teaching performance	Performance includes creation of assessments for lessons taught, application of textbook evaluations, assistance with standardized testing as may be scheduled, rubric development, and revision of evaluation instruments. Participants will keep and utilize records based on diagnostic assessments of students. Focus is on creation and implementation developmentally appropriate assessments of children for the improvement of teaching and learning. Participants will engage in self and peer evaluations (friendly feedback) as directed by the university supervisor. Participants will study the Block II Practicum Rubric and the Dispositions Rubric which the classroom teacher will use to evaluate their practicum performance. Participants will study the evaluation form which the instructor will use for the classroom teaching observation. Focus is on participants being able to evaluate their teaching effectiveness based upon children's response to their teaching. Focus is on fusing evaluation with reflection. See reflection requirement below.	IPTS 8 ACEI 4, 5.2 NAEYC 4 LASIT 1, 2, 3 TSIT 3A, 7K, 8A Dispositions PTSL, SDE, ED, IWS
Documentation Practicum Notebook	Performance includes fulfillment of instructor's guidelines for the practicum notebook which may require -- • printing out the course syllabus and calendar, • cooperating teacher's observations notes • daily lesson plans and/or reflections including-- • research and development of teaching materials, • reference lists of books and websites incorporated into planning, • Copies of manual pages used in planning. The original signed copies of the log of practicum hours, the Dispositions Rubric, and the Block II Practicum Rubric as completed and signed by the cooperating teacher must be submitted with the Notebook. These documents will not be returned to the student. Documentation also includes LiveText uploads of the observed lesson plan, Instructors may ask for LiveText uploads of daily reflections and a number of daily plans implemented in the classroom. Focus is on organization and presentation of the practicum notebook.	IPTS 10 ACEI 5.1 NAEYC 6 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I Dispositions PEP, EC
Reflection	Performance includes participation according to instructor guidelines, for example, using WebCT discussion board or LiveText reflection documents. . Reflections are the internalization of the knowledge and pedagogical learning of each participant. Reflections consist of both a description of what happened and a thoughtful analysis of those events for the progress of learning for the child, the class, and the teacher candidate. Focus is on self-evaluation suggesting how the responding participant may be a positive influence on such classroom events.	IPTS 10 ACEI 5.2 NAEYC 4 LASIT 2 TSIT 2A, 2B Dispositions ED, IWS, PTSL, SDE
EC/ELE/MLE Program Portfolio submission	Performance includes completion of the program portfolio by selecting and including the Block II artifacts, stating the IPTS competency met by the selected artifact, restating the IPTS standards in one's own words with a rationale for the selection of the included artifact. The Table of Contents for the portfolio will be revised and extended to include the Block II artifacts. Examples of children's work and photographs are encouraged. The practicum instructor will sign the completed PDR sheet (the purple sheet). Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews. Focus is on completion of all program requirements for admission to student teaching.	IPTS 10, 11 ACEI 5.1, 5.4 NAEYC 8, 10 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I Dispositions: PEP, EC

Core	Brief description	Points/Due	Weight

Assignments:		Date	
Participation	Contributions to discussions and activities, both in class and electronic, responsibility to group work, responsibility to all aspects of the in-school practicum are required. **Attendance at one of the following practicum meetings is mandatory. January 25 at 4:30 pm- 5:30pm/Buzzard Auditorium Room 1501 or** **January 27 8:00 am-9:00 am/Buzzard Auditorium Room 1501** **Attendance at the 4-5 class meetings is mandatory.**	20pts/ throughout term	10%
Lesson Planning	Lesson plans will be designed according to the EC/ELE/MLE Department Lesson Plan. Formats may be selected for the most appropriate strategy: Direct Instruction, Concept Teaching, Cooperative learning, Problem-Based instruction, Classroom Discussion, Inquiry. Once an appropriate strategy is selected, the lesson plan is to be formatted with appropriate elements of the Department Lesson Plan. Lesson plans will be uploaded to LiveText and submitted to the instructor as reviewer. See ELE4000 Block II Practicum Rubric: Diverse Students, Diverse Subjects, and Diverse Strategies.	60pts/ LiveText submission follows formal evaluation	30%
Classroom management	The student will effectively implement a classroom management plan. The cooperating teacher will assess classroom management using the ELE4000, Block II Practicum Rubric, Diverse Strategies, Diverse Students. Directions in ELE 4000 Packet.	10pts/ throughout practicum	5%
Technology	Performance includes knowledge, use, and application of technology tools in teaching, as assessed by cooperating teacher on ELE4000 Block II Practicum Rubric , Diverse Technologies.	10pts/ throughout practicum	5%
Professionalism	Dispositions of inquiry, serious effort, and dedication to excellence will be expected including appropriate dress, cleanliness, smiles, conversation with children. Focus is on the participants' joy and well-being in the classroom. See ELE4000 Block II Practicum Rubric: Diverse societies and communities	10pts/ throughout practicum	5%
Assessments: Evaluation of children's learning	Formal and informal assessments for lessons taught will be created and implemented. Participants will keep and utilize records based on diagnostic assessments of children. See ELE4000 Block II Practicum Rubric: Diverse strategies	10pts/ throughout practicum	5%
Evaluation of teaching performance (Self/peer evaluation)	Participants will self-assess according to the Block II Practicum Rubric and the Dispositions Rubric . Participants will study the evaluation form which the instructor will use for the classroom teaching observation and self-assess. Reporting may be part of the reflection category below. Participation in a class blog may fulfill this assignment.	10pts Due one week after Practicum	5%
Documentation The Practicum Notebook	Instructor's guidelines for the practicum notebook may require -- • printing out the course syllabus and calendar, • cooperating teacher's observations notes • daily lesson plans and reflections including-- • research and development of teaching materials,	40pts Due one week after Practicum	20%

	• reference lists of books and websites incorporated into planning, • Copies of manual pages used in planning. • See specific directions in your ELE 4000 Packet. The original signed copies of the log of practicum hours, the Dispositions Rubric, and the Block II Practicum Rubric as completed and signed by the cooperating teacher must be submitted with the Notebook. <u>These documents will not be returned to the student.</u> Documentation also includes LiveText uploads of lesson plans/ Instructors may ask for LiveText uploads of regular reflections. Failure to meet Department requirements for LiveText will result in a grade of "D" or lower.		
Reflection	Reflections will be submitted as a LiveText reflection document. Failure to meet Department requirements for LiveText will result in a grade of "D" or lower.	20pts LiveText Reflections Due one week after Practicum	10%
EC/ELE/MLE Program Portfolio	The program portfolio is compiled according to insert guidelines and builds upon Block I standards restatements and selected artifacts. Examples of children's work and photographs are encouraged. The practicum instructor will sign the completed PDR sheet (the purple sheet). The completed portfolio is a prerequisite for admission to student teaching.	4.30 – 5.4 During Finals	Pass/ Fail
Optional Assignments	Choose one or more of the following: construction of a game organization of a learning center creating an interactive bulletin board	10pts During Practicum	5%
DETAILED INSTRUCTIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL COURSE INSTRUCTOR			

Mandatory Completion:

- LiveText submissions (Lesson Plan and Field Experience)
- Eastern Illinois University Professional Portfolio
- Professional Development Requirements

Optional Assignments:

- Creative contributions to the classroom: construction of a game, organization of a learning center, an interactive bulletin board

Grading Scale: 92%-100% = A, 82%-91% = B, 72%-81% = C, 62%-71% = D, 61% and below = F

Three to four class meetings in addition to the 45+ practicum hours shall be scheduled during the semester. Class meetings will include preparation for and debriefing of the practicum. Class meetings may be organized around the following topics:

COURSE OUTLINE

1. Planning to Teach
    a. Standards, goals and objectives; student, teacher, state and national
    b. Classroom environment
    c. Management—motivation
    d. Individual differences
2. Participation in the Practicum

    a. Responsibility
    b. Diversity
    c. Professionalism and confidentiality
    d. Planning units of instruction, differentiation, curriculum integration
    e. Individual, small group, and cooperative learning
3. Assessment/Evaluation/Accommodation
    a. Diagnosis, remediation, mastery
    b. Self-evaluation
    c. Record keeping
    d. Goal setting

Contact Protocol

1. Contact your cooperating teacher in advance. Arrange to meet your cooperating teacher prior to the first day of practicum, if desired by the classroom teacher.
2. Give your contact information to the teacher and ask for his/hers. Ask for the teacher's preference – email, school phone, cell phone, etc.
3. Give the teacher the necessary ELE4000 documents. (Letter of introduction from professor, evaluation and log sheets, your Block II assignments.) Work out all logistics regarding your placement with your teacher. If there is a problem with the site, contact your university instructor immediately.
4. You are expected to be present, on time, and prepared every day.
5. Always report to the office when you visit a school; find out if there is a sign-in procedure. Learn the principal's name and introduce yourself when possible. Learn the secretary's name and greet them appropriately.
6. Request school and classroom guidelines for teacher and student behavior and dress codes (e.g. no gum, no hats, quiet when in the halls).
7. Request a class list and a class schedule.
8. Make a seating chart to familiarize yourself with students' names.
9. Know the school calendar and upcoming events. During the practicum weeks, you are on the school's calendar, not EIU's calendar.
10. Become familiar with the floor plan of the building and the safety and evacuation procedures.
11. Read the school district's web site and the school's web site. You may want to print out information found at this site for inclusion in your notebook.

Advice

1. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
2. Use **ALL** time on-site for instructional and/or professional purposes, even if the children are out of the classroom.
3. Plan ahead. **Over plan**. Plan off-site, on your own time, in advance. Save complete records and writing of your plans for the Practicum Notebook. You should have a lesson plan every time you teach. Even if you are asked to teach on the spot (an unplanned lesson) you should prepare a lesson plan of what you did **OR** what you would have done if you had had time to plan.
4. Your cooperating teacher will need to see your plans in advance. Complete plans give evidence of how you well you know the content, how you will structure the content you intend to teach, students' prior knowledge which you will build upon, specific objectives and procedures, and your research and materials preparation. Use the EC/ELE/MLE departmental lesson plan model for your lesson plans.
5. Let your **enthusiasm** and **initiative shine.** Let your **professional** attitudes be reflected in your teaching and relationships in your school.

Professional Dress

Dress professionally. The following are quotes from *How to be an effective teacher: The first days of s*chool, by Harry Wong and Rosemary Wong (pages 51-59):

> Effective teachers know that the clothes they wear and the smile that dresses their face are the first things the students see as they are greeted at the door…The effective teacher dresses appropriately as a professional educator to model success…The important word is appropriately…One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate…It is common sense. You will be treated as you are dressed…Research reveals that the clothing worn by teachers affects the work, attitude, and discipline of students. You dress for four main effects: respect, credibility, acceptance, and authority.

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 4000 References

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Burns, M. (2000). *About teaching mathematics: A K-8 resource* (2nd ed.). Sausalito, CA: Math Solutions Publications.

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Chapin, S. H. & Johnson, A. (2006). *Math matters, grades K-6: Understanding the math you teach* (2nd ed.). Sausalito, CA: Math Solutions Publications.

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Glasser, W. (1993). *The quality school teacher: A companion volume to the quality school*. New York: Harper Collins.

Graves, D. H. (1983). *Writing: Teachers and children at work*. Exeter, NH: Heinemann Educational Books.

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Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

Lindquist, T. (2002). *Seeing the whole through social studies* (2nd ed). Portsmouth, NH: Heinemann

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Marzano, R. J. Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

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Reisser, R. A. & Dick, W. (1996). *Instructional planning: A guide for teachers*,(2nd ed.). Boston, MA: Allyn and Bacon.

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Tomilinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*, (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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Wiggins, G. & McTighe, J. (2005). *Backwards by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, H. K. & Wong, R. T. (1998). *The first days of school.* Mountain View, CA: Harry K. Wong Publications, Inc.

Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools* (3rd ed.). Portsmouth, NH: Heinemann.

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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