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

Attendance at one of the following practicum meetings is mandatory. January 29, 2013 4:00-5:00 PM Place: Buzzard 2441 OR January 30, 2013 11:45 am-12:45 pm Place:Buzzard 1121

Instructor: **Dana Stodden**
Office: **Buzzard Building 2213**
Email: **dgstodden@eiu.edu**
Office Hours: Monday and Wednesday 8:30-10:00 a.m. and 3:30- 4:30 p.m. or by appointment.
Phone: Office: 581-7900
Class Meetings: **We will be meeting in Buzzard Hall room 1441 11:45 a.m. - 12:35 p.m.**
January 9, 2013
January 30, 2013
March 6, 2013
April 17, 2013

Practicum Dates: Tentatively set to begin March 18 –April 12. Need a minimum of 45 hours and required to be in the classrooms EACH MORNING from 7:50-11:00.
Practicum Notebooks and Professional Portfolio due: **April 17, 2013**
Lesson Plan and Live Text for formal evaluation due: Hardcopy of Lesson to be evaluated due on the day of the formal evaluation and submitted on LiveText by Midnight on the day of formal evaluation.
Final Reflection due: By Midnight April 12- Last day of Practicum to LiveText
Portfolio/Notebook Appointments: Week of April 17 through April 24.

Unit Theme: Educator as a 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 is required to complete this course.

Prerequisites: Concurrent enrollment in one or more of ELE 3250, 3281, 3290, 3340, 4880, or permission of the 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 as well as 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, and 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	IPTS 12 ACEI 5.3, 5.4 NAEYC 3, 7

	develop and evaluate technology products for the classroom and to post online.	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 of 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 school calendar • cooperating teacher's observation 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, such as 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	Performance includes completion of the program portfolio by selecting and including the Block II artifacts, stating the IPTS competency met by	IPTS 10, 11 ACEI 5.1, 5.4

Portfolio submission	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.	NAEYC 8, 10 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I Dispositions: PEP, EC

Core Assignments:	**Brief description**	**Points/Due Date**	**Weight**
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.	20 Ongoing throughout semester	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 and submitted to cooperating teacher before implementation. 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.	50 Lesson Plans are to be written for every lesson and submitted to cooperating teacher before implementation and collected in practicum notebook **A second copy and Live Text submission due the day of formal observation**	25%
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.	10 Ongoing throughout Practicum **a**nd evident during informal and formal observations	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.	10 Ongoing throughout Practicum **a**nd evident during informal and formal observations	5%
Professionalism	Dispositions of inquiry, serious effort, and dedication to excellence will be expected including appropriate dress, cleanliness, smiles, and conversation with children. Focus is on the participants' joy and well-being in the classroom. Taken from Disposition Sheet	10 Ongoing throughout Practicum **a**nd evident during informal and formal	5%

		observations	
Assessments: Evaluation of children's learning Evaluation of teaching performance (Self/peer evaluation)	 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. 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.	10 Ongoing throughout Practicum **a**nd evident on informal and formal observations 10 Ongoing throughout Practicum **a**nd evident on informal and formal observations	 5% 5%
Documentation The Practicum Notebook	Instructor's guidelines for the practicum notebook may require -- • printing out the course syllabus and school calendar • cooperating teacher's observation notes • daily lesson plans and 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 lesson plans. Instructors may ask for LiveText uploads of regular reflections.	40 Due April 17, 2013	20%
Reflection	According to instructor guidelines, reflections may be submitted in a written journal, on a WebCT discussion board or as LiveText reflection documents, depending on instructor preferences.	20 Due April 12, 2013	10%
EC/ELE/MLE Program Portfolio	The program portfolio is compiled according to insert guidelines and builds upon Block II 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.	Due April 17, 2013	Pass/ Fail
Optional Assignments	Varied according to instructor, as suggested in the list below. Submission of weekly lesson plans, reflections, and classroom management and grade book	20	10%
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:

- Article reviews
- Dramatizations of classroom events to promote discussion
- Technology enhanced plans: SmartBoard, podcasting, class blogs, inter-class state, national, global communication
- Differentiated assessments and response activities with accommodations for diverse learners
- Creative contributions to the classroom: construction of a game, organization of a learning center, an interactive bulletin board
- Submission of weekly checklists
- Midterm Exam

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

Attendance: Attendance is mandatory and class participation is expected and will count as part of your grade**.** Participation points will be deducted for each tardy or absence.

Assignments: Students are responsible for all material covered in class, all assignments on the syllabus, and all assignments made in class. Due dates will be set for all work; assignments are to be submitted on the date they are due at the beginning of class. Three points shall be deducted for each calendar day that the material is late including live text submissions. A **10%** deduction will be assessed on all tests not taken on the assigned day. No work will be accepted after the last day of class.

Professional Behavior:

If an illness prevents you from attending class, please notify me, through email, before the beginning of class about your absence and provide documentation upon your return to class. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. One point will be deducted for each infraction in all written work submitted for a grade.

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 experience. 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. Follow the 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.

Professional Requirements

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.

If the Professional Requirements are not met and have been completed in less than a satisfactory manner, no more than a "D" may be earned in the class regardless of the number of points earned.

Professional Dress

Dress professionally. The following are quotes from *How to be an effective teacher: The first days of school*, 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

Brooks, J. G. & Brooks, M. (2002). *The case for constructivist classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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

Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Calkins, L. M. (2001). *The art of teaching reading*. New York, NY: Addison-Wesley Educational Publishers, Inc.

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

Cummings, C. (2000). *Winning strategies for classroom management.* Alexandria, VA: Association for Supervision and Curriculum Development.

Eggen, P. D. & Kauchak, D. P. (1996). *Strategies for teachers: Teaching content and thinking skills*. Boston: Allyn and Bacon.

Frieberg, H. J. & Driscoll, A. (1996). *Universal teaching strategies* (2nd ed.). Boston: Allyn & Bacon.

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.

Hein, G. & Price, S. (1994). *Active assessment for active science, a guide for elementary school teachers*. Portsmouth, NH: Heinemann.

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

Manning, M., Manning, G., & Long, R. (1994). *Theme immersion: Inquiry-based curriculum in elementary and middle schools*. Portsmouth, NH: Heinemann.

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.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Purkey W. & Novak, J. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice*. Wadsworth Publishing Co.: Belmont, CA.

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

Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heineman

Stronge, J. H. (2002). *Qualities of effective teachers.* Alexandria, VA: Association for Supervision and Curriculum Development.

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

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

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.

ELE 4000 Core Assignments - 200 points

Participation—Contributions to discussions and activities, both in class and electronic, responsibility to group work, and responsibility to all aspects of the in-school practicum are required.

15pts._____

Planning—Part of the cooperating teacher's evaluation on the Practicum Rubric: Diverse Students[1B], Diverse Subjects[3A,3C], and Diverse Strategies[2B,2C], the lesson plans are designed according to the EIU outline and submitted to Cooperating Teacher before implementation. A second hardcopy is submitted to EIU Instructor the day of formal observation, and *LiveText* copy submitted electronically by midnight of the day of formal observation. The practicum notebook is kept current with complete collection of lesson plans.

35pts. _____

Classroom Management—Part of the cooperating teacher's evaluation on the Practicum Rubric: Diverse Strategies[2A], Diverse Students[1A], and Diverse Subjects[3B], the student will implement an effective classroom management plan.

15pts. _____

Technology—Part of the cooperating teacher's evaluation on the Practicum Rubric: Diverse Technologies [5A,5B], the student will utilize technology tools in the classroom.

10pts. _____

Professionalism—Part of the cooperating teacher's evaluation on the Practicum Rubric: Diverse Societies and Communities [4A,4B,4C], effort and dedication to educational excellence will be judged as reflected by instructional performance, classroom conduct and personal appearance.

15pts. _____

Professionalism—On-site observations made by the EIU instructor including one formal, well-executed lesson being presented.

40pts. _____

Evaluation of Children's Learning—Part of the cooperating teacher's evaluation on the Practicum Rubric: Diverse Strategies[2D], the student will implement and utilize diagnostic assessments in the classroom.

5pts. _____

Self-evaluation of teaching performance—A student self-assessment of teaching performance addressing competencies and areas of concern will be included as the concluding paragraphs of the reflection.

5pts. _____

Course Notebook—Reflective, insightful documentation of the practicum experience, refer to Practicum 4000 Notebook Checklist for all specific items to include.
Due: **April 17, 2013**

40pts._____

Reflection—One summative reflection of candidate's interpretation and critical analysis of entire classroom experience. A hardcopy of the reflection is placed at the front of the journal section in the practicum notebook due April 17, 2013 and a *LiveText* copy is submitted electronically by April 12**, 2013**.

10pts. _____

Program Portfolio—Compiled according to Guidelines for Portfolio Development and Block II Standards, four selected artifacts with an accompanying cover sheet must be placed in the portfolio. The purple PDR sheet with official documentation of organization membership and meeting attendance must also be included.

Pass/Fail _____

Letter of Introduction--A letter of introduction will be written and sent home to the families of the practicum classroom students to address the importance of establishing a home/school Connection.
Due: **March 18-March 22.**

10pts_____

PRACTICUM 4000 – NOTEBOOK CHECKLIST

40 points total

1. _____Name on spine of notebook
2. _____Table of Contents
3. _____ Journal entry* for EACH day of practicum
   _____ NAME & DATE on each page
4._____ Lesson Plans*
   _____ **ONE LESSON FOR EACH LESSON TAUGHT DURING PRACTICUM**
   _____ **COOPERATING TEACHER'S SIGNATURE & DATE on each plan**
5. _____Reading/Writing Curriculum*
   What Basal series/Reading Program did you use? [summary]
   How did you assist students with reading and writing? [summary]
   What methods/strategies did you use? [summary or sample]
6. _____Collection of Materials you created*—copies, photos
7. _____Collection of Student work*—get permission to make copies—may be photos
8. _____Accommodations* for special needs students/provisions for individual differences [summary]
9._____Accommodations* for non-English speaking students [if applicable]
10._____Assessment information*
   Samples of anecdotal records, rubrics, checklists, or summaries of assessments you performed
11._____Classroom Management*
   Describe physical set up of classroom [photos or diagram]
   Class schedule & class list
   Seating arrangement of students [diagram]
   Teacher/Learner styles observed [summary paragraphs]
   Behavior/Disciplinary procedures [summary paragraphs]
12._____Parent/Guardian Communication*
   Letter of Intro.
   Classroom and School Newsletters
13._____**Original signed Log** of Practicum Experience
   Place in front pocket of the notebook
14._____**Original signed Disposition Rubric/gray**
   Place in front pocket of notebook [make 2 copies]
15._____**Original Block II Practicum Rubric completed and signed by the cooperating teacher/blue**
   Place in front pocket of notebook [make 2 copies]

*Denotes items which must be labeled on Table of Contents and tabbed.