

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 4000/001: Practicum in Elementary Curriculum and Instruction**

**Instructor:** Judy Barford  
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**Email:** jbarford@eiu.edu  
**Office Hours:** MW 2:30- 3:30, TR 9-10  
**Phone:** 217-581-7885  
**Class Meetings:** T, 11:45 – 12:35, Buzz2160

**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](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](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](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.	<p>IPTS 11 ACEI 5.1 NAEYC 6, 1, 8, 10</p> <p>Dispositions PEP, IWS, EC, SDE</p>
<p>Assessments:</p> <p>Evaluation of children's learning</p> <p>Evaluation of teaching performance</p>	<p>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.</p> <p>Participants will engage in self and peer evaluations (friendly feedback) as directed by the university supervisor. Participants will study <u>the Block II Practicum Rubric and the Dispositions Rubric</u> which the classroom teacher will use to evaluate their practicum performance. Participants will study the <u>evaluation form which the instructor will use for the classroom teaching observation</u>. 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.</p>	<p>IPTS 8 ACEI 4, 5.2 NAEYC 4 LASIT 1, 2, 3 TSIT 3A, 7K, 8A</p> <p>Dispositions PTSL, SDE, ED, IWS</p>
Documentation  Practicum Notebook	<p>Performance includes fulfillment of instructor's guidelines for the practicum notebook which may require --</p> <ul style="list-style-type: none"> <li>• printing out the course syllabus and calendar,</li> <li>• cooperating teacher's observations notes</li> <li>• daily lesson plans and/or reflections including--</li> <li>• research and development of teaching materials,</li> <li>• reference lists of books and websites incorporated into planning,</li> <li>• Copies of manual pages used in planning.</li> </ul> <p>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></p> <p>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.</p> <p>Focus is on organization and presentation of the practicum notebook.</p>	<p>IPTS 10 ACEI 5.1 NAEYC 6 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I</p> <p>Dispositions PEP, EC</p>
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.	<p>IPTS 10 ACEI 5.2 NAEYC 4 LASIT 2 TSIT 2A, 2B</p> <p>Dispositions ED, IWS, PTSL, SDE</p>

<p>EC/ELE/MLE Program Portfolio submission</p>	<p>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.</p> <p>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.</p>	<p>IPTS 10, 11 ACEI 5.1, 5.4 NAEYC 8, 10 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I</p> <p>Dispositions: PEP, EC</p>
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<b>Core Assignments:</b>	<b>Brief description (For full description see guidelines and points chart below )</b>	<b>Points Due Date</b>	<b>Weight</b>
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.	Each meeting 10 total	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.	Day of observation  30	15%
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.	Throughout Practicum (10) /checklists	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.	Throughout Practicum (10) /coop eval	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	Throughout Practicum (10) /coop eval  /weekly checklists	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	Each teaching day  /coop eval (10)	5%

Evaluation of teaching performance (Self/peer evaluation)	Participants will self-assess according to <u>the Block II Practicum Rubric and the Dispositions Rubric</u> . Participants will study the <u>evaluation form which the instructor will use for the classroom teaching observation</u> and self-assess. Reporting may be part of the reflection category below. Participation in a class blog may fulfill this assignment.	LiveText Reflections  (10)	5%
Documentation  The Practicum Notebook	<p>Instructor's guidelines for the practicum notebook may require --</p> <ul style="list-style-type: none"> <li>• printing out the course syllabus and calendar,</li> <li>• cooperating teacher's observations notes</li> <li>• daily lesson plans and reflections including--</li> <li>• research and development of teaching materials,</li> <li>• reference lists of books and websites incorporated into planning,</li> <li>• Copies of manual pages used in planning.</li> </ul> <p>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></p> <p>Documentation also includes LiveText uploads of lesson plans/ Instructors may ask for LiveText uploads of regular reflections.</p>	Dec. 3  20	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. .	Nov.6, 13, Nov. 20 (30)	20%
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.	Finals week by appm't.	Pass/ Fail
Optional Assignments	Volunteer and orientation hours prior to practicum.	Oct. 23 15	10%
<b>SEE COURSE GUIDELINES BELOW FOR DETAILED INSTRUCTIONS, DUE DATES, AND POINTS FOR EACH ASSIGNMENT</b>			

**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

**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 ELE4000 practicum 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.

- 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.
- 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 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.

### **Good Morning, Career! ELE4000/ 001 guidelines and calendar**

Office -- Buzz 2205 email: [jbarford@eiu.edu](mailto:jbarford@eiu.edu)  
 Wph: 581-7885 Hph: 345-9653 (never hesitate to call at home)  
 homepage: <http://www.ux1.eiu.edu/~jbarford>  
 Office hours for Fall, 2009, MW 2:30 – 3:30 TR 9:00 – 10:00 by appointment  
**Advance notice of your intent to visit during office hours will prevent waiting.**

### Course Meeting Dates

**Tuesdays** , Buzzard Hall, Rm. 2160, 11:45 - 12:35

August 25: roster check, syllabus and guidelines introduction, practicum applications to be filled out,



*The Effective Teacher*, [H. Wong](#)

September 1: Practicum applications due (submit 3 copies), "[Why we banned Legos](#)" review due, lesson planning. TESA interaction strategies

October 27: Review and modeling of all LiveText assignments to be submitted during the practicum. [H. Wong, In-Time](#) resources from University of Northern Iowa. Signing on to the class blog.

December 1: Debriefing the practicum, submission of all documents pertaining to the practicum (see below).

Placements will be announced in September, 2009, for [Charleston, Community Unit District #1](#)

**Three hours of volunteer observation and classroom assistance prior to practicum begin immediately after placements are announced.**

**These pertain to all placements in Charleston Community Unit District #1. If you are placed out of town, the volunteer/observation requirement is waived.**

**Block II Program Portfolio evaluation dates will be scheduled during Final Exam week, Dec. 14-18, 2009.**

**Practicum: November 2 - 20, MTWRF, full mornings, 15 days.**

**Jefferson Elementary School**, 8th & Jefferson, Charleston, 639-7000

Mrs. Deb Poffinbarger, principal / Mr. Rob Ulm, assistant principal

**Carl Sandburg Elementary School**, 1924 Reynolds Drive, Charleston, 639-4000

Mr. Chad Burgett, principal / Mr. Rob Ulm, assistant principal.

**Ashmore Elementary School**, Ashmore, Illinois, 349-8341. 349-3000, Mr. Terry Diss, principal

**if necessary -- Windsor Elementary School**, 808 Wisconsin, Windsor, Illinois, 217-459-2447

Cynthia Bankson, principal

Thursday, December 3, 4:00 p.m., **Notebooks compiling all practicum materials are due: table of contents and text-based document tabs, application for placement (your copy), observation and volunteer hours, teachers' weekly checklists, hardcopy of LiveText Weekly Practicum Reflections\*\* including related materials listed below, photos, JB's observation report, Department Lesson Plans, teacher's evaluation (signed), department log sheet (signed), AND a statement of how you chose to thank your cooperating teacher.**  
**\*\*please print your LiveText reports/reflections with JB's response and points added**

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**The following list includes steps for contact protocol listed above plus special circumstances for Section 001/Barford, for Charleston CU#1 placements.**

1. Contact your cooperating teacher in September, as soon as you have your placement. Offer to visit the teacher and the class as soon as possible -- well before the first day of practicum. An observation and volunteer form is to be initiated by the teacher for at least three visits of one hour or more to the classroom before October 23 (15 points).

Arrange for your ELE4880 diagnostic reading assessment according to your instructor's directions and timeline. Your reading assessment work can begin as soon as you have been able to ask your cooperating teacher to recommend a child. NOTE: Administration of the IRI is a stand-alone project, and hours spent for the IRI are NOT part of the three pre-practicum volunteer/observation hours or the ELE4000 practicum hours. Do not record your IRI hours on your practicum hours log sheet.

2. When you meet, give the teacher the necessary 4000 documents: Block II description and responsibilities sheet. Show the teacher the EIU Log Sheet which you will keep and which s/he will be asked to sign, the Practicum Evaluation Rubric and the Dispositions Rubric which she will use to complete your evaluation. Before practicum begins, explain your ELE4000 Compilation/ and Weekly Practicum Report requirements. Work out all logistics with your teacher. Go over your personal Application for Placement, in case s/he has any questions and be certain your contact information is correct. (The teachers will have received a copy from Mrs. Barford, so you can keep your copy for your compilation.)

3. Request school and classroom policies and procedures for professional and student behavior (such as no gum, no hats, quiet when in halls, use of xerox machine, parking, fire drill, code blue, etc.). Request a class list, school calendar, and a class schedule. Place these in your practicum folder. Know the school calendar, upcoming events, etc. Keep your personal calendar in professional manner.

4. You are expected to be present, on time, and fully prepared each day.

5. Always report to the office when you enter the school. You will be expected to sign in each day. Know the principal's name and introduce yourself when possible. Learn the secretary's name. Become familiar with the floor plan of the building, and safety and evacuation procedures.

6. Visit the school district's web site and the school's web site.

7. Discuss the teacher's plan for your work and how your work is to fit into the class curriculum. Take notes so that your advance preparation will shine every day. Include all planning notes in your compilation.

**Required Assignments and Course Evaluation**

**1. The ELE4000 class meetings:** Participate and join class and group discussions.

**2. The time:** We must log 45++ hours at the ELE4000 practicum sites. **In case of absence**, the cooperating teacher MUST be contacted IN ADVANCE. Arrange for your plans and materials to be in the classroom if you are absent. Arrange to make up the time. **Absence from practicum without ADVANCE notification is an automatic course deduction of 15 points.** Advance notification means prior to the time class begins at your placement school. Your practicum evaluation depends upon complete responsibility to the classroom teacher and to the children.

**3. Mrs. Barford's on-site observation (30 points).** Full department lesson plan for the day (15) and teaching performance (15). Submit your plan in hardcopy and in LiveText. See the observation form for the breakdown of points. Note: Try to arrange a place where you want Mrs. Barford to sit during the observation. Have your teaching plan there, ready for her to review.

#### 4. The Notebook: (present your compilation in a well organized three ring binder, organization = 20 points)

- Professional cover, ring binder with rings of a size to fit the material, no blank paper
- tabbed sections -- where appropriate, organize each section by date. Use plastic sheet protectors **only** where necessary -- for example, to hold small objects or cards.
- print out of the course syllabus and guidelines (use these as checklists to be sure you have everything complete)
- your original application for placement (be sure to keep a personal copy)
- observation/volunteer hours, co-signed
- weekly checklists, co-signed
- EIU Log of hours, Block II Practicum Rubric, Dispositions Rubric, original copies. (These will not be returned to you)
- Mrs. Barford's observation and evaluation
- detailed department lesson plan observed by Mrs. Barford
- hardcopy of the LiveText Weekly Practicum reports/reflections, **with instructor comments and points assigned**
- daily planning notes, xeroxed manual pages with highlights and margin notes, etc.
- **\*\*evidence of your initiative and creativity: games, photos, materials developed, worksheets developed, attached to the appropriate WPRs**
- Examples of student work, evidence of student success due to your teaching. (with the child's and the teacher's permission)

\*\* Keep documents in your practicum folder for the 15 days you participate in the classroom, according to the forms and guidelines listed herein.

**Weekly LiveText reports and reflections are to be as specific as possible...** For example, you may include exactly what spelling words were taught with examples of the exercises and activities used, not simply "we did spelling." Relate how specific students responded. Give brief examples and illustrations of your ideas. This material is strictly confidential and should include your thinking about WHY certain strategies resulted in certain outcomes. Use concrete examples to explain how well you think the children are learning. Avoid generalities such as "everyone did well."

The practicum compilation organizes important documents of your practicum experience. The complete compilation is **due December 3, 2009.** Late penalties -- 10 points after 12/3 and after 12/4, 0 points.

#### 5. The full department lesson plan:

Using LiveText, develop a **detailed EC/ELE/MLE Dept. lesson plan** specifically for ELE4000 and to fit the materials and curriculum of your practicum classroom. Try to include computer technology in this lesson. Simpler technology is also encouraged. (even use of the overhead is technology!)

Have a hard copy of this lesson plan ready for Mrs. Barford's observation.

Write this plan according to your EIU instructor's subject area guidelines. For example, if it is a science plan, use a learning cycle lesson plan. Include your teacher-made model of the student response activity which you will assign to your class. This inclusion shows that YOU have completed the response activity which you expect the students to complete, that you are interested and enjoyed doing the work which you want the children to do! For example, if you want the students to write a journal entry as if they were watching the Wright Brothers fly at Kittyhawk, your lesson plan must include your model which will be the paragraph about Kitty Hawk which YOU have written. You may make a transparency of your paragraph to illustrate the rubric to the students before they begin their own work. **TAB this lesson among your other chronologically arranged compilation documents. 15 points (included in the 30 obs. pts.) for this plan. I will respond to your plan as part of the scheduled observation period. The plan must be uploaded to LiveText, but will be evaluated on the hard copy, not in LiveText.**

**6. Submit three weekly checklists. Print from the link below. Submit to Mrs. Barford on these dates:**

**Week 1 due Nov. 6, Week 2 due Nov. 13, Week 3 due Nov. 20.**

**Prior to your teaching activities with the children your cooperating teacher will need to see your plans and preparations.** Showing your planning and preparation to your coop teacher will be much appreciated and reflect your commitment to teaching. The [weekly checklists](#) require teacher initials for:

- **Presenting your plans in advance**
- **Following up on individuals' needs**
- **Demonstrating initiative and creativity**

- Researching and providing your own extension and enrichment materials
- Applying technology in your teaching
- Being prompt and responsible
- Following up on teacher directions and suggestions

**Ways to let your initiative and creativity shine.**

- Show the outside research you have done to prepare for your teaching
- Make special charts and overheads.
- Bring in special books you have gathered.
- Bring in materials and games you have developed and collected (make use of the Ballenger Teacher Center materials)
- Take photos for your notebook and your portfolio

Each weekly checklist is worth 10 points. **(10 x 3 = 30 points)**

**The cooperating teacher's evaluation:**

**7. One third of your course grade (60 points) depends upon the evaluation you receive from your cooperating teacher.** The evaluation scale numbers will be added and pro-rated with 60/60 being the top score. This means you are 'perfect' if you receive the equivalent of all 4's.

**\*\*\*Your field experience must be completed in a satisfactory manner.** The practicum rubric as completed by the teacher, and the teacher's recommendation to go on to student teaching must be satisfactory in order to pass the course. ELE4000 may be taken twice with permission of the department chair. See EIU undergraduate catalog. ELE4000 course description.

**Grading Scale/ points: 200 A = 100-92%, 184+, B = 91-82%, 164+, C = 81-72%, 144+ D = 71-62%, 124+**

Participation, according to class meeting dates as listed above.	10
Informal article review: <i>Why we banned Legos</i> , due Sept. 1	5
Volunteer and orientation hours (3 x 5) waived for distant placements, due October 23	15
Instructor's observation of teaching performance	15
Full department lesson plan taught during the observation submitted in hard copy and in LiveText	15
<u>Weekly checklists</u> initialed/signed by teacher (3 x 10) due Nov. 6, 13, and 20.	30
Weekly LiveText Practicum Reflections, due Nov. 6, 13, and 20. (1 per week x 10 points each)	30
Compilation of ELE4000 documents, organized and complete, due Dec. 3	20
Cooperating teacher's evaluation	60
Your <b>Block II Program Portfolio</b> [your ELE4000 course grade depends upon prompt and successful submission of the Program Portfolio. Portfolio artifacts may be selected from the practicum experience. A grade of Incomplete which must be approved by the department chair, is assigned if the portfolio is not complete within the given semester]	**
<b>TOTAL</b>	<b>200</b>

**8. Submit each of the required state forms** -- the log and the teacher's evaluation (Department rubric for Block II Practicum) -- in the Compilation folder. Mrs. Barford will turn these in to Dr. Russell and then to the Office of Student Teaching, for your permanent files.

**Make copies of each of the log pages and of the teachers evaluation page for your portfolio and records before submitting.**

**Be sure you and your teacher have signed the documents and that you have your E number on each.**

**9. BE PROUD** of this experience. Completing Block II qualifies you to student teach.

Put special Block II events and achievements from practicum in your professional portfolio. Plan to take your Portfolio to your introductory student teaching interview as evidence of the quality of work which your cooperating teacher for student teaching can expect!

**\*\*Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance.**



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#### **ELE 4000 References**

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