Department of Early Childhood/Elementary/Middle Level Education
ELE 4000-007: Practicum in Elementary Curriculum and Instruction
Fall 2009/Block I

Instructor: Jacquelynne Brosam
Office: BB 1324
Email: **jkbrosam@eiu.edu**
Office Hours: Mon. and Wed. 12:00-1:30p.m., Tues. 6:00-7:00p.m., or by appointment
Phone: office 217-581-8480, cell 812-240-0643, home 765-828-0093
Class Meetings: 11:45a.m.-12:35p.m. BB 2160
Practicum Meeting Dates: Mon. Aug.24th Mon. Sept.21st Mon. Oct.26th & Mon. Nov.30th
(an additional meeting may be necessary to share adjustments in practicum scheduling)
Practicum Dates: tentatively set to begin October 28th

October 28-October 30
November 2- November 6
November 9- November 13
November 16- November 20

Additional days have been built in to allow for Veterans Day, Parent-Teacher Conference Day
Practicum Notebooks due: Wednesday, December 2, 2009
Reflection due: Submitted on LiveText by Monday, November 30, 2009
Lesson Plan for formal evaluation due: the day of the formal evaluation + Submitted on LiveText by Friday, Nov. 20, 2009 (final day of practicum)
Portfolio Appointments: Mon. Dec. 7th Tues. Dec.8th Wed. Dec. 9th & Tues. Dec. 15th

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)

Teaching Model: The Behavioral Systems of Family Models and The Social Family Models: Building the Learning Community

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 and implement 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.

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
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
Classroom management	Performance includes engaged direction of individual, group, and full class learning activities, 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
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

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
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 as directed by the university supervisor. Participants will study the Block I 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 products which result from 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
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 I 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 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
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
EC/ELE/MLE Program Portfolio	Performance includes completion of the program portfolio by selecting and including the Block I artifacts, stating the IPTS competency met by the selected artifact, restating the IPTS standards in one's own words with	IPTS 10, 11 ACEI 5.1, 5.4 NAEYC 8, 10

submission	a rationale for the selection of the included artifact. The Table of Contents for the portfolio will include the Block I 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.	LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I

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.	25 pts.	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 I Practicum Rubric: Diverse Students [1B], Diverse Subjects [3A,3C], and Diverse Strategies [2B,2C].	25 pts. Hardcopy due day of formal observation LiveText 11/20/09	10%
Classroom management	The student will effectively implement a classroom management plan. The cooperating teacher will assess classroom management using the ELE4000, Block I Practicum Rubric. See ELE4000 Block I practicum Rubric: Diverse Strategies [2A], Diverse Students [1A], and Diverse Subjects [3B].	15 pts. Tchr Eval. 12/02/09	6%
Technology	Performance includes knowledge, use, and application of technology tools in teaching, as assessed by cooperating teacher on ELE4000 Block I Practicum Rubric, Diverse Technologies [5A,5B].	10 pts. Tchr Eval. 12/02/09	4%
Professionalism On-site observation by EIU instructor	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 including appropriate dress, cleanliness, smiles, ready conversation with children. Focus is on the participants' joy and well-being in the classroom. See ELE4000 Block I Practicum Rubric: Diverse Societies and Communities [4A,4B,4C]. Several observations will be made by the EIU instructor with one planned, well-executed lesson being presented.	15pts. Tchr Eval. 12/02/09 40 pts. During practicum	6% 16%
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 I Practicum Rubric: Diverse Strategies [2D].	5 pts. Tchr Eval. 12/02/09	2%

Evaluation of teaching performance	Participants will self-assess according to the Block I 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.**	5 pts. 11/30/09 as part of Reflection	2%
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, • 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 I 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.	80 pts. 12/02/09	32%
Reflection	Improvement and growth as a teacher will be evident in the candidate's own interpretation and critical analysis of classroom experiences. **One *reflection* will be submitted on LiveText and included in the course notebook.**	20 pts. LiveText 11/30/09	8%
EC/ELE/MLE Program Portfolio	The program portfolio is compiled according to insert guidelines, Block I standards, 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 Block II and student teaching.	12/02/09	Pass/ Fail
Optional Assignments	A letter of introduction will be written and sent home to the families of classroom students to demonstrate the importance of establishing a Home/School Connection. *Refer to ELE 4000 Core Assignments Sheet for description and guidelines.	10 pts. 11/02/09 through 11/06/09	4%

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

Explanation of Requirements:
Specific guidelines for the lesson plans and supervisor's observation will be provided as the semester progresses.

1. **On-site observation by the EIU instructor**
   Several observations will be made by the EIU instructor with one planned well executed lesson being presented for evaluation and submission to LiveText.

2. **Cooperating Teacher's Evaluation**

The *evaluation form, dispositions rubric*, and the *log form* must be signed by the *cooperating teacher* at the end of the practicum. **Make two additional copies of these. Turn in the originals and copies to the EIU instructor**. All materials borrowed/checked out from the cooperating school *must be returned to the school by the end of the semester* or you will receive *an incomplete* until *all items* are returned.

3. **The Practicum Notebook-refer to Practicum 4000 Notebook Checklist**

Keep thoughtful documentation. Each typed page must contain the student's name and the date. Topics to consider in the reflection:

- Reflect upon the children
- Reflect upon the supervising teacher
- Reflect how classroom discipline is handled
- Observe classroom management techniques
- Comment on your experience (what worked and what didn't)

In addition, keep a copy of your journal on diskette/thumb drive. Keep a hard copy in your a three-ring notebook (which contains a pocket in the front) at all times for the coordinator to check during informal/formal observations. This is a *working* notebook. Other items to include in the notebook:

- Lesson plans
- Materials created or that you contributed
- Photos (be sure the children's faces are blocked out)
- Children's work
- Manual pages
- Evaluation sheets
- Log
- Possible teaching strategies/ideas
- Must have a detailed table of contents in the front

Lesson plans: Your cooperating teacher will need to see your plans *in advance*. Plans give evidence of the relation of the students' previous learning and prior knowledge as well as specific objectives and procedures. Use the EIU model for at least *FIVE* of your lessons plans and *EACH* lesson taught *must have a lesson plan* (shortened.)

4. **4000 Class Participation**

NOTE: Attendance is mandatory since there are only four meetings.

5. **Practicum in Schools**

You are *required* to be in attendance from the beginning to the required end of the practicum scheduled period in the schools according to the practicum agreement between the school and the university. You will *follow the school calendar at the school not EIU's calendar* while in the schools. In case of an emergency absence, the cooperating teacher and the university supervisor *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 that you miss. If unexcused absences occur, the student's field placement will be reevaluated and may adversely affect the final grade. A grade of a "D" is not acceptable in this class and must be retaken before one can student teach. (A minimum of five points will be deducted for each unexcused absence.)

6. **Completed portfolios (pass/fail)** with individual conferences and **LiveText** are required to meet the guidelines of the course.

7. **PDR (Professional Development Requirements) Sheet** must be successfully

complete by the *last day of classes* or you will be denied student teaching status—meetings, conferences, and involvement with children.

Mandatory Completion:

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

Grading Scale: A = 100%-92%, B = 91%-82%, C = 81%-72%, D = 71% -62% (Total points = 250)
Th**ree to four class meetings will be held 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 I 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.

Dispositions

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.

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.

****

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.

****

ELE 4000 Core Assignments - 250 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. **25pts.**
_____

Planning—Part of the cooperating teacher's evaluation, the lesson plan is designed according to the EIU outline. Hardcopy submitted to EIU Instructor the day of formal observation, and *LiveText* copy submitted electronically by Nov. 20, 2009. **25pts.** _____

Classroom Management—Part of the cooperating teacher's evaluation, the student will implement an effective classroom management plan. **15pts.**
_____

Technology—Part of the cooperating teacher's evaluation, the student will utilize technology tools in the classroom. **10pts.**
_____

Professionalism—Part of the cooperating teacher's evaluation, 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 with one formal, well-executed lesson being presented. **40pts.** _____

Evaluation of Children's Learning—Part of the cooperating teacher's evaluation, the student will implement and utilize diagnostic assessments in the

classroom. **5pts.** _____

Self-evaluation of teaching performance—A student self-assessment of teaching performance including competencies and areas of concern will be included at the close of the reflection. **5pts.** _____

Course Notebook—Reflective, insightful documentation of the practicum experience, refer to Practicum 4000 Notebook Checklist for specific items to include.
Due: December 2, 2009. **80pts.** _____

Reflection—One reflection of candidate's interpretation and critical analysis of classroom experiences. A hardcopy of the reflection is placed at the front of the journal section in the practicum notebook due December 2, 2009 and a *LiveText* copy is submitted electronically by November 30, 2009. **20pts.** _____

Program Portfolio—Compiled according to insert guidelines and Block I standards, **eight** selected artifacts with an accompanying cover sheet must be placed in the portfolio. The purple PDR sheet including 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 classroom students to demonstrate the importance of establishing a Home/School Connection. Due: Week of November 2-6, 2009.
10pts.
_____

PRACTICUM 4000 – NOTEBOOK CHECKLIST

80 points total/item point value( )

1. _____Name on spine of notebook (1)
2. _____Table of Contents (2)
3. _____Practicum Placement Form/Block I Data Sheet (2)
4. _____Journal page for EACH day of practicum (15)
   _____NAME on each page
   _____DATE on each page
5. _____Lesson Plans (10)
   _____Ten lesson Plans (5EIU, 5shortened)
   _____NAME on each plan
   _____DATE on each plan
6. _____Reading/Writing Curriculum (4)
   What Basal series or Reading Program did you use?
   How did you assist students to learn to read and write?
   What methods/strategies did you use? Include samples.
7. _____Materials created—copies, photos (6)
8. _____Student work—get permission to make copies—may be photos (6)
9. _____Accommodations for special needs students/provisions for individual differences (4)
10. _____Accommodations for non-English speaking students (if applicable) BONUS POINTS
11. _____Assessment information (3)
    Samples of anecdotal records, rubrics, checklists, portfolio entries, etc.
12. ____Classroom Management (5)
    Describe physical set up of classroom (photos or diagram)
    Class schedule
    Class lists
    Seating arrangement
    Teacher/Learner styles observed
    Behavior/Disciplinary procedures
13. _____Parent/Guardian Communication (2)
    Newsletters, notes, questionnaires, conference forms, report card sample
14. _____**Original** signed Log of Practicum Experience/blue (5)
    place in front pocket of the notebook
15. _____**Original** signed Disposition Rubric/gray (5)
    place in front pocket of notebook [make 2 copies]

16._____**Original** Block I Practicum Rubric completed and signed by the cooperating teacher/white (10)
place in front pocket of notebook [make 2 copies]