

Department of Early Childhood, Elementary, and Middle Level Education
MLE 4000 Practicum in Elementary Curriculum and Instruction, Middle Level Component

Professor: James Harden, III

Office: Buzzard Hall, Room 2212

Office Hours: Mon. & Wed. 10:00am- 12:00pm Tue. 4:00pm- 7:00pm or by appointment

Office Phone: 217.581.7882

E-mail: jcharden@eiu.edu

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

MLE4000 Catalog Description:

(0-3-1) Supervised middle school clinical experiences with emphasis on curriculum and instruction. Must be taken twice. Minimum 45 clock hours each time.

Prerequisites & Notes:

Must be taken concurrently with one or combination of MLE 3110, 3150, 4280 and/or 4760; or with permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose:

MLE 4000 provides prospective teachers with authentic classroom experiences in planning and teaching math, social studies, science, and reading and other subject areas to middle level students of diverse backgrounds and abilities. Students enrolled in MLE 4000 plan and teach emergent literacy, science, social studies, math and corrective reading in middle level classrooms, depending upon their major areas. Participation experiences are integral to the associated methods courses of Blocks I & II. The students enrolled in this course are under the direct supervision of the university instructor and the cooperating classroom teacher. MLE 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 MLE 4000 and on the positive recommendation of the cooperating classroom teacher with whom the student participates for 45+ clinical hours.

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

Course Materials: Personal LiveText account, Department portfolio binder and inserts, binder for course notebook, Professional Development Requirements (PDR)

Model of Teaching: Social Systems Model (Ecological)

This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the clinical experience of the practicum. Focus is on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives on the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse. Based on Joyce, B. & Weil, M. (1996). *Models of teaching*. (5 th Ed.). Boston: Allyn and Bacon.

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.

MLE4000 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>

Course Outcomes:

- 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 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 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,

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 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
Evaluation of children's learning	Performance includes creation of assessments for lessons taught, assistance with standardized testing as may be scheduled and rubric development. 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.	IPTS 8 ACEI 4, 5.2 LASIT 1, 2, 3 TSIT 3A, 7K, 8A
Evaluation of teaching performance	Participants will engage in self 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 LASIT 1, 2,3 TSIT 3A, 7K, 8A
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"> • 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. <p>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></p>	IPTS 10 ACEI 5.1 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I

	<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>	
Reflection	<p>Reflections stating ‘what happened, why, and what do I think’ may be submitted in LiveText or as directed by the instructor. 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 and the class. Focus is on self-evaluation suggesting how the responding participant may be a positive influence on such classroom events.</p>	<p>IPTS 10 ACEI 5.2 LASIT 2</p>
EC/ELE/MLE Program Portfolio submission	<p>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 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 I 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 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I</p>
EIU Professional Portfolio	<p>Performance includes completion of the professional portfolio by selecting artifacts, stating the IPTS competency met by the selected artifacts, restating the IPTS standards in one’s own words with a rationale for the selection of the included artifacts. A table of contents will be created along with the inclusion of a resume and letter of intent. The instructor will assess the professional portfolio and sign the Professional Development Requirement Sheet.</p>	<p>IPTS 10, 11 ICLAS 1A, 5A, 7A, 7I</p>

Core Assignments:	Brief description	Weight
Participation	<p>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. Daily attendance over the course of the four week practicum experience is required</p>	20%

Planning	A minimum of five lesson plans will be designed according to the EC/ELE/MLE Department Lesson Plan. The format may be selected from a variety of strategies: 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. The lesson plan will be uploaded to LiveText and submitted to the instructor as reviewer.	15%
Course Notebook	The course notebook will contain course documentation of classroom experiences as directed by the instructor.	30%
Cooperating teacher's evaluation of clinical experience	The course rubric completed by the classroom teacher will be factored into the course grade. Successful completion of ELE4000 depends upon the cooperating teacher's evaluation and recommendation that the candidate possesses the knowledge, skills, and dispositions to be admitted to student teaching.	25%
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR		

Mandatory Completion:

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

**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.*

Department Directive: 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.

Grading Scale: 93%-100% = A 84%-92% = B 74%-83% = C 64%-73% = D

Course Outline

I. Planning to Teach

1. Standards, goals and objectives; student, teacher, state and national
2. Classroom environment
3. Management—motivation
4. Individual differences

II. Participation in the Practicum

1. Responsibility
2. Diversity
3. Professionalism and confidentiality
4. Planning units of instruction, differentiation, curriculum integration
5. Individual, small group, and cooperative learning

III. Assessment/Evaluation

1. Accommodation, diagnosis, remediation, mastery
2. Self-evaluation
3. Record keeping
4. 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 MLE4000 documents. (Letter of introduction from professor, evaluation and log sheets, your Block I/Block II assignments.)
4. Work out all logistics regarding your placement with your teacher. If there is a problem with the site, contact your university instructor immediately.
5. You are expected to be present, on time, and prepared every day.
6. 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.
7. Request school and classroom guidelines for teacher and student behavior and dress codes (e.g. no gum, no hats, quiet when in the halls).
8. Request a class list and a class schedule.
9. Make a seating chart to familiarize yourself with students' names.
10. Know the school calendar and upcoming events. During the practicum weeks, you are on the school's calendar, not EIU's calendar.
11. Become familiar with the floor plan of the building and the safety and evacuation procedures.
12. 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

- Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
- Use all time on-site for instructional and/or professional purposes, even if the children are out of the classroom.
- 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.

*****If a student has a documented disability and wishes to receive academic accommodations, s/he should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.**

Bibliography .

- Beane, James A. (1994). *A middle school curriculum--from rhetoric to reality*. National Middle School Association. Columbus, OH.
- 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.
- Friberg, H. J., & Driscoll, A. (1996). *Universal teaching strategies*, (2nd ed.). Boston: Allyn & Bacon.
- George, P. & Alexander, W. (2003) *The exemplary middle school*. Third Edition, Belmont, Ca.: Wadsworth/Thomson Learning.
- 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.
- McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record*, 39(2), 58-61.
- 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.
- Tomlinson, 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.