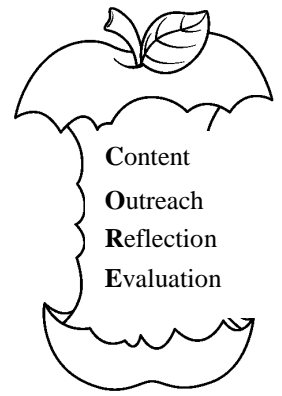


**Eastern Illinois University**  
**Early Childhood, Elementary, and Middle Level Education Department**  
**MLE40001: Practicum in Middle School Curriculum and Instruction**



**Instructor:** Mr. Tim McCollum  
**Office:** Buzzard 2212  
**Email:** tmccollum@eiu.edu  
**Office Hours:** TR 8-11 a.m. or by appointment  
**Phone:** 217-581-5728 (Messages Only)  
**Class Meetings:** M 11:45 a.m. – 12:25 p.m., Buzzard 1441  
**Semester:** Fall 2016

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

**Course Description:** (0-3-1) Supervised middle school clinical experiences with emphasis on curriculum and instruction. Minimum of forty-five clock hours. University Teacher Education requirements apply and department requirements for enrollment must be met.

**Prerequisites & Concurrent Enrollment:** Must be taken concurrently with MLE 3110 or with permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

**Course Purpose:** : MLE 40001 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 40001 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 Core II. The students enrolled in this course are under the direct supervision of the university instructor and the cooperating classroom teacher. MLE 40001 is in partial fulfillment of the pre-student teaching practicum mandated by the Illinois State Teacher Certification Board.

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

**Supplemental Materials:**

- Personal LiveText account
- Department portfolio binder and inserts
- Binder for course notebook
- Professional Development Requirement sheets

**Teaching Model:**

**Social Models:** When we work together, we generate a collective energy called *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. (pp. 13-15)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9<sup>th</sup> 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.

**Contract of Professional Responsibilities:** Through course work and field experiences you will acquire the knowledge, skills, and behaviors that will help you grow into a dedicated practitioner who provides high quality learning experiences. Field experience placements are offered to teacher candidates that exhibit professional dispositions and a commitment to teaching and learning. As part of the C.O.R.E. requirements you are to read, sign, and agree to a **contract of professional responsibilities**. Failure to fulfill these expectations and responsibilities will result in a cancellation of your field experience placement and if applicable your withdrawal from this course.

**Live Text Assessment and/or Practicum Requirements:** For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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 are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): [http://www.isbe.net/PEAC/pdf/IL\\_prof\\_teaching\\_stds.pdf](http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf)
- Eastern Illinois University Professional Dispositions  
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) [http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)
- Association for Middle Level Education:  
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

### Outcomes specific to MLE 40001:

- Students will utilize content knowledge effectively in lesson planning for the middle level student.
- Students will provide an effective classroom environment to support the success of unique middle level individual students.
- Students will design and implement instruction to achieve specific and differentiated learning outcomes appropriate for the middle level student.
- 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 contributions in class, 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.	<p>IPTS 1H, 1I, 1K; 2J, 2K; 3P; 6Q; 8J, 8K, 8L, 8M, 8O, 8P, 8Q, 8R; 9L, 9M, 9N, 9O, 9P, 9Q, 9R, 9S, 9T</p> <p>ACEI 5.1 AMLE A1d, D5a, D5b, D5d</p> <p>Dispositions: PEP, SDE, PTSL, IWS</p>
Planning/Classroom Management	<p>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) if possible, 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.</p> <p>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.</p>	<p>IPTS 1J, 1L; 2I, 2L, 2M, 2N, 2O, 2P, 2Q; 3H, 3K, 3L, 3M, 3N, 3Q; 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P; 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5Q, 5R, 5S; 6I, 6K, 6L, 6M, 6N, 6O, 6P, 6R; 7M, 7Q; 8N, 8S, 8T</p> <p>ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5</p> <p>AMLE A1a, A1b, A1c, B2b, B2c,</p>

		C4b, C4d  Dispositions: IWS, SDE, PTSL, SDE, PEP
Reflection	Performance includes participation for 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.	IPTS 9K  ACEI 5.1 AMLE B3a, B3b,  Dispositions: IWS, PTSL, PEP
Practicum Notebook/Technology	Documentation of the clinical experience includes fulfillment of instructor’s guidelines for the practicum notebook. See assignments in the next matrix	IPTS 9I, 9J,  ACEI 5.1  AMLE D5a, D5d  Dispositions: PEP, IWS, EC, PTSL, SDE
Evaluation of the Clinical Experience/ Professionalism	<p>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, ready conversation with children will be typical of the professional teacher candidate along with displaying an enthusiastic attitude.</p> <p>Participants will engage in self evaluation 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 products which result from their teaching. Focus is on fusing evaluation with reflection.</p> <p>Observation by the EIU instructor will include the lesson plan, presentation and classroom management</p>	IPTS 9K  ACEI 4, 5.2 AMLE C4a, C4b, C4c,  Dispositions: PEP, IWS, PTSL EC SDE
EC/ELE/MLE Program Portfolio submission	Performance includes completion of the program portfolio by selecting and including the Block II artifacts, stating the IPTS competency met by the selected artifact, restating the IPTS standards in one’s own words with a rationale for the selection of the included artifact. Examples of children’s work and photographs are encouraged. The practicum instructor will sign the completed Block PDR sheet (the purple sheet). Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews. Focus is on completion of all program requirements for admission to student teaching.	IPTS 9I, 9K  ACEI 5.1,  Dispositions: PEP, IWS, PTSL EC, SDE

Core Assignments:	Brief description	Points/Due Date	Weight
Participation	Contributions to discussions and activities, both in class and electronic, responsibility to all aspects of the in-school practicum are required. <b>Attendance both during EIU class meetings and during CORE II Practicum will be factored into the Participation component of the final grade.</b>	Ongoing	5%
Planning/ classroom management	<p>The lesson plan 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.</p> <p>The lesson plan will be uploaded to LiveText and submitted to the instructor as reviewer. A reflection about the success of the lesson may be included in the teacher evaluation section of the lesson plan.</p> <p>Classroom management will be evaluated by the cooperating teacher as well as the university instructor and will be documented in the evaluation of the clinical experience.</p>	<p>Submitted via e-mail to your EIU instructor at least two days prior to the day of the observed lesson</p> <p>Uploaded to Live Text by last day of the semester</p> <p>By last day of Practicum</p>	10%
Reflection	Improvement and growth as a teacher will be evident in the candidate's own interpretation and critical analysis of classroom experiences through reflective journals and reflection after an observation as indicated by the instructor. A reflection of the observed lesson might be required by the instructor. Reflections should be included in the Practicum Notebook.	E-mailed as Word doc attachment to your instructor following each week of practicum – no later than Sunday	5%
Practicum Notebook/ Technology	<p>The course notebook will contain course documentation of classroom experiences as directed by the instructor who 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</li> </ul>	Checked weekly during practicum and submitted to instructor during PDR/Portfolio conference	25%

	<p>incorporated into planning,</p> <ul style="list-style-type: none"> <li>• Copies of manual pages used in planning.</li> <li>• Weekly journals (reflections)</li> </ul> <p>The original signed copies of the log of practicum hours, the Dispositions Rubric, and the Block Teacher 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 will 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>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.</p> <p>Focus is on organization and presentation of the practicum notebook.</p>	<p>By last day of Practicum</p> <p>By last day of semester</p>	
Evaluation of clinical Experience/professionalism	<p>The practicum evaluation rubric completed by the classroom teacher will be factored into the course grade.</p> <p>Successful completion of MLE40001 depends upon the cooperating teacher's evaluation and recommendation that the candidate possesses the knowledge, skills, and dispositions to be admitted to student teaching.</p> <p>Observation by the EIU instructor will include the lesson plan, presentation and classroom management</p>	By last day of semester	50%
EC/ELE/MLE Program Portfolio submission	<p>Performance includes completion of the program portfolio by selecting and including the Block 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. Include a table of contents for all material presented.</p> <p>Examples of children's work and photographs are encouraged. The practicum instructor will sign the completed Block PDR sheet (the purple sheet). Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews.</p>	By last day of semester	Mandatory Completion required to successfully complete this course
Optional Assignments	Varied according to instructor	Ongoing	5%

**Mandatory Completion: Non compliance with these assignments will result in a grade of a D no matter how many points you have/**

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

**Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):**

- Regular class attendance is a demonstrated professional disposition. Your instructor should be notified prior to any absence from class. Failure to do so will be recorded as an unexcused absence. Unexcused absences and/or multiple excused absences can impact the **PARTICIPATION** component of the final course grade.
- Punctuality is a demonstrated professional disposition. Arriving late for class can impact the **PARTICIPATION** component of the final course grade.
- Late daily written assignments will not be accepted. Late unit projects can be submitted up to only one class meeting beyond the due date and with a 10% reduction in grade.
- Student use of cell phones in class is discouraged unless for use with an assigned class project or activity.

**Grading Scale:** A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

**A minimum of five 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**
  - a. Accommodation
  - b. Diagnosis, remediation, mastery
  - c. Self-evaluation
  - d. Record keeping
  - e. 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 MLE40001 documents. (Letter of introduction from professor, evaluation and log sheets, your Block 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

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.

### 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](http://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](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

### Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

### MLE 40001 References

#### **\*Denotes Unit Conceptual Framework References**

Beane, J. A. (1994). *A middle school curriculum--from rhetoric to reality*. Columbus, OH: National Middle School Association.

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

Burns, M. (2000). *About teaching mathematics: A k-8 resource*. (2<sup>nd</sup> 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*. 2<sup>nd</sup> 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.
- Fogarty, R. (1991). *How to integrate the curricula*. Palatine, IL: Skylight Publishing, Inc.
- Fogarty, R., Bellanca, J. (2003). *Blueprints for achievement in the cooperative classroom*. Third Edition, Glenview, IL: Pearson/Skylight.
- Friberg, H. J., & Driscoll, A. (1996). *Universal teaching strategies*, (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Gardner, H. (2006) *Multiple intelligences: new horizons*. Cambridge, Massachusetts: Basic Books.
- George, P., Stevenson, C., Thomason, J., and Beane, J. (1992). *The middle school--and beyond*. Alexandria, VA: Association for Supervision and Curriculum Development.
- \*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.
- \*Johnson, D. & Johnson, R. (1999). *Learning together and alone: cooperative, competitive and individualistic learning*. Fifth Edition, Boston: Allyn and Bacon.
- Kellough, R. & Kellough, N. (2008). *Teaching young adolescents: methods and resources for middle grade teaching* (5<sup>th</sup> ed.), Columbus, Ohio: Pearson/Merrill Prentice Hall.
- 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*. (2<sup>nd</sup> ed). Portsmouth, NH: Heinemann.
- Lockart, G. (1996) *Grouping practices and their effects on middle level gifted students*. UMI Dissertation Services. Ann Arbor, Michigan.
- 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*, (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon.
- Roberts, P. & Kellough, R. (2004). *A guide for developing interdisciplinary units*. Third Edition, Columbus, Ohio: Pearson/Merrill Prentice Hall
- Rottier, J. (1996). *Implementing and improving teaming: A handbook for middle level educators*. Westerville, Ohio: NMSA.
- 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*, (2<sup>nd</sup> 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.
- Vars, G. (1993). *Interdisciplinary teaching*. Westerville, Ohio: NMSA
- Wiggins, G., & McTighe, J. (2005). *Backwards by design*. (2<sup>nd</sup> 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.
- Wood, K. E. (2001). *Interdisciplinary instruction: a practical guide for elementary and middle school teachers*. Columbus, OH: Merrill Prentice Hall
- Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools*, (3<sup>rd</sup> ed.) Portsmouth, NH: Heinemann

\*\*\*\*\*

### **Contract of Professional Responsibilities**

Teacher candidates are enrolled at EIU and are placed, evaluated, and graded by the course instructor. Therefore, as a teacher candidate enrolled in (C.O.R.E. 2),

I (\_\_\_\_\_) will:

Print Name

#### **Field Experience Expectations:**

- Arrive before \_\_\_\_\_ and stay until \_\_\_\_\_ every day (Monday through Friday when school is in session) during field experiences and will complete a minimum of \_\_\_\_\_ clock hours
- Dress professionally and follow the school's dress code
- Carefully plan and implement lessons to encourage student engagement and learning
- Protect student privacy
- Demonstrate positive dispositions toward the students, faculty, staff and community/school environment (<http://www.eiu.edu/clinical/dispositions.php>)
- Follow all guidelines and professional requirements as stated in the syllabus including LiveText submissions
- Turn off cell phones and other electronic devices while on school grounds
- In the case of absence or emergency, notify the cooperating teacher and the course instructor of my absence prior to the start of the field experience that day. Course instructors must be provided written documentation within 24 hours. Any hours missed must be rescheduled at a time that does not conflict with EIU classes and is approved by the cooperating teacher.
- Understand that, as stated in the syllabus, a positive referral from the field experience cooperating teacher is needed along with my instructor's referral to continue in the teacher education program.

I understand that in order to be placed or continue in field experiences, I must maintain these professional responsibilities in ALL C.O.R.E. classes:

- Attend and actively participate
- Exhibit positive dispositions

- Maintain no less than a “C” average

NOTE: I understand that scheduling meetings (e.g., with my student teaching coordinator) and/or scheduling appointments (e.g., registering to take a content test) during any class meeting times reflects negatively on my commitment to teacher education and does not represent the dispositions necessary for success in the program. Therefore, I agree to not allow other commitments to interfere with my regular class attendance.

I understand that all dates for assignments are stated in the syllabus and if professional requirements 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.

---

(Teacher Candidate Signature)

---

(Date)