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

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. Must be taken twice. Minimum 45 clock hours each time.

Prerequisites & Concurrent Enrollment: 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.

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 Requirements (PDR)


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 & demonstrated competencies with the following standards:
- Illinois Professional Teaching Standards (IPTS) http://www.isbe.state.il.us/profprep/PDFs/ipts.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

Outcomes specific to MLE 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.

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<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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Revised July 2008
<p>| 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 | 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. These documents will not be returned to the student. Documentation also includes LiveText uploads of the observed lesson plan, Instructors may ask for LiveText uploads of daily reflections and a number of | IPTS 10, ACEI 5.1, LASIT 1, 2, 3, TSIT 1A, 5A, 7A, 7I |</p>
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<tr>
<th>Assignments</th>
<th>Brief Description</th>
<th>Weight</th>
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<td><strong>Participation</strong></td>
<td>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</td>
<td>20%</td>
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<td><strong>Planning</strong></td>
<td>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.</td>
<td>15%</td>
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<td><strong>Course Notebook</strong></td>
<td>The course notebook will contain course documentation of classroom experiences as directed by the instructor.</td>
<td>30%</td>
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<td><strong>Cooperating teacher’s evaluation of clinical experience</strong></td>
<td>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.</td>
<td>25%</td>
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**Mandatory Completion:**
- LiveText submissions (Lesson Plan and Field Experience)
- Eastern Illinois University Professional Portfolio
- Professional Development Requirements

**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 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.

MLE 4000 References


Revised July 2008


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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.
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