**Eastern Illinois University**
**Department of Early Childhood, Elementary, and Middle Level Education**

**ELE4000 Practicum in Elementary Curriculum and Instruction, Block II, J. Barford**

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

**ELE4000 Catalog 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 & Notes:**
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.

Credits: 1

**Course Purpose:**
ELE4000 provides prospective teachers with authentic classroom experiences in planning and teaching social studies, science, and reading to children with diverse backgrounds and abilities. Students enrolled in ELE4000 plan and teach emergent literacy, science, social studies, and corrective reading in early childhood, elementary, or middle level classrooms depending upon their major areas. 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. ELE4000 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 ELE4000 and on the positive recommendation of the cooperating classroom teacher with whom the student participates for 45+ clinical hours.

**Course Materials**
Personal LiveText account

**Supervisor: JUDY BARFORD**

Office -- BB 2205 email: jbarford@eiu.edu
Wph: 581-7885 Hph: 345-9653
Office hours for Spring, 2008, MW 10:00 - 11:00    TR 2:00 - 3:00 and by appointment
Please give notice in advance if you plan to visit during office hours.

**ELE4000 standards:**

**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. (1992). *Models of teaching*. Fifth Edition. 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.

**ELE4000 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](http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf)

Language Arts Standards for all Illinois Teachers (ICLAS) [http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf)

Technology Standards for all Illinois Teachers (ICTS) [http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf)

SPA Standards Alignment (Special Professional Association Standards) based on ACEI (Association for Childhood Education International) program standards for elementary teacher preparation [http://www.acei.org/Synopsis.htm](http://www.acei.org/Synopsis.htm) and [http://www.acei.org/ncateindex.htm](http://www.acei.org/ncateindex.htm)

NAEYC (National Association for the Education of Young Children) NAEYC [http://www.naeyc.org/accreditation/next_era.asp](http://www.naeyc.org/accreditation/next_era.asp)

Focus standards will depend upon the classroom opportunities, grade levels, and subject areas available to the student participants. **Course Outcomes:** (as in the Block II evaluation rubric completed by the cooperating teacher)

**Students enrolled in ELE4000 will:**

- Utilize content knowledge effectively in lesson planning.
- Provide an effective classroom environment to support the success of unique individual students.
- Design and implement instruction to achieve specific and differentiated learning outcomes.
- Model professional behavior, dress, and positive dispositions appropriate for the school community.
- Demonstrate a mastery of technology in support of teaching and learning in the classroom.
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>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.</td>
<td>IPTS 10, 11, ACEI 5.1, NAEYC 1, LASIT 2, TSIT 1,2,5,6</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>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, and appropriate evaluation and follow-up. Focus is on differentiated curriculum and children’s academic, behavioral, and cultural diversity.</td>
<td>IPTS 1, 2, 3, 4, 6, ACEI 1, 2, 8, 3.1, 3.2, 3.3, 3.4, NAEYC 2, 3, TSIT 3A, 3F</td>
</tr>
<tr>
<td><strong>Classroom management</strong></td>
<td>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.</td>
<td>IPTS 2, 5, 7, ACEI 1, 3.2, NAEYC 1, 5</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>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.</td>
<td>IPTS 12, ACEI 5.3, 5.4, NAEYC 3, 7, TSIT 1,2,3,5,7,8</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>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.</td>
<td>IPTS 11, ACEI 5.1, NAEYC 6, 1, 8, 10</td>
</tr>
<tr>
<td><strong>Evaluation of children's learning</strong></td>
<td>Performance includes creation of evaluation instruments for lessons taught, application of textbook evaluations, assistance with standardized testing as may be scheduled, rubric development, and evaluation and revision of evaluation instruments. Participants will keep records based on diagnosis and evaluation of students. Participants will keep and utilize records based on diagnostic assessments of students. Focus is on creation and implementation of developmentally appropriate assessments of children for the improvement of teaching and learning.</td>
<td>IPTS 8, ACEI 4, 5.2, NAEYC 4, LASIT 1, 2, 3, TSIT 3A, 7K, 8A</td>
</tr>
</tbody>
</table>
Participants will engage in self and peer evaluations 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 student products which result from their teaching. Focus is on fusing evaluation with reflection. See reflection requirement below.

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Performance includes fulfillment of instructor's guidelines for the practicum notebook which may require --</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Notebook</td>
<td>• printing out the course syllabus and calendar,</td>
</tr>
<tr>
<td></td>
<td>• cooperating teacher's observation notes</td>
</tr>
<tr>
<td></td>
<td>• daily lesson plans and/or reflections including--</td>
</tr>
<tr>
<td></td>
<td>• research and development of teaching materials,</td>
</tr>
<tr>
<td></td>
<td>• reference lists of books and websites incorporated into planning,</td>
</tr>
<tr>
<td></td>
<td>• copies of manual pages used in planning.</td>
</tr>
<tr>
<td></td>
<td>The log of practicum hours and the Block II Practicum Rubric as completed and signed by the cooperating teacher must be submitted with the Notebook. Documentation also includes LiveText uploads of the observed lesson plan. Instructors may ask for LiveText uploads of daily reflections and plans.</td>
</tr>
<tr>
<td></td>
<td>Focus is on organization and presentation of the practicum notebook.</td>
</tr>
</tbody>
</table>

| Reflection | Performance includes participation according to the guidelines for the WebCT discussion board.* Reflections stating what happened and why may be submitted in LiveText or as directed by the instructor. Reflectons 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. |

| 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. The Table of Contents for the portfolio will be revised and extended to include the Block II artifacts. Examples of students’ work and photographs are encouraged. The practicum instructor will sign the completed Block II PDR sheet (the purple sheet). Focus is on completion of all program requirements for admission to student |

---

IPTS 10
ACEI 5.1
NAEYC 6

LASIT 1,2,3
TSIT 1A, 5A, 7A, 7I

IPTS 10
ACEI 5.2
NAEYC 4

LASIT 2

IPTS 10, 11
ACEI 5.1, 5.4
NAEYC 8, LASIT 1,2,3
TSIT 1A, 5A, 7A, 7I
teaching. Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews.

*The WebCT discussion board is a pilot activity for ELE4000 for fall, 2007. This activity will be moderated by K. Padmaraju during the pilot semester. The discussion board activity may be continued depending upon Professor Padmaraju's findings and instructor choice.

Core Assignments are embedded in the course guidelines and grading scale linked below.

Mandatory completion:

- LiveText submissions (Lesson Plan and Field Experience)
- EC/ELE/MLE Professional Portfolio
- Professional Development Requirements

Departmental 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.

***** ELE4000, course guidelines, (linked here) include the course calendar, specific dates, assignments and the grading plan, the disabilities statement, and the terms for satisfactory completion of the field experience.

Course Outline:

**Topic I: Planning to Teach**

- research update
- INTASC, ACEI, Illinois, and NAEYC standards for teaching performance
- classroom environment
- management and motivation -- The Effective Teacher, Part I, H. K. Wong
- individual differences

**Topic II: Participation in the Practicum (45+ contact hours)**

Resource: The Effective Teacher, Part 4: Procedures and Routines, H. K. Wong

- Responsibility
- Diversity
- Professionalism and confidentiality
- Planning units of instruction, differentiation, curriculum integration
- Individual, small group, and cooperative learning

**Topic III: Assessment/Evaluation**

- Accomodation
• Diagnosis, remediation, mastery
• Self-evaluation
• Record-keeping
• Goal setting

***Requirements of the course include the ownership of a LiveText license. One Department Lesson Plan, the cooperating teacher's evaluation, and four weekly reflections will be submitted for your LiveText assessments.

***If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible

***As an instructor, I have responsibilities to you. Strickland, writing in *Excellence in University Teaching*, has noted the following student rights:
1. The right to be recognized as an individual even in large classes
2. The right to have a professor interested in teaching
3. The right to instruction based on adequate preparation
4. The right to express opinions and to challenge those of the instructor
5. The right to personalized instruction, relevant to student needs and interests
6. The right to access to the professor at times other than class sessions
7. The right to know the system by which he or she is graded

Bibliography.


Good Morning, Career! ELE4000/001 guidelines and calendar

Supervisor: JUDY BARFORD

Office -- BB 2205 email: jbarford@eiu.edu
Wph: 581-7885 Hph: 345-9653 (never hesitate to call at home)
homepage: http://www.ux1.eiu.edu/~cfjab
Office hours for Spring, 2008, MW 10:00 - 11:00 TR 2:00 - 3:00 and by appointment

Advance notice of your intent to visit during office hours will prevent waiting.

Course Meeting Dates

Tuesdays: January 8 and 15, February 26 and March 4, April 15.
roster check, syllabus and guidelines introduction, practicum applications to be filled out,
The Effective Teacher, H. Wong
practicum applications due (submit 3 copies), "Why we banned Legos" review due,
lesson planning, LiveText assignments
H. Wong, In-Time resources from University of Northern Iowa

Placements will be announced in January, 2008, for Charleston, Community Unit District #1

Three hours of volunteer observation and classroom assistance prior to practicum begin immediately after placements are announced.
These pertain to all placements in Charleston Community Unit District #1. If you are placed out of town, the volunteer/observation requirement is waived.

Block II Program Portfolio evaluation dates will be scheduled during Final Exam week.

Practicum: March 17 - April 10, MTWR, full mornings, 16 days.

Jefferson Elementary School, 8th & Jefferson, Charleston, 639-7000
Mrs. Deb Poffinbarger, principal / tba, assistant principal.
Carl Sandburg Elementary School, 1924 Reynolds Drive, Charleston, 639-4000
Mr. Chad Burgett, principal / Mr.Rob Ulm , assistant principal.
Thursday, April 17, 2008, 4:00 p.m., Compilation of practicum materials (Notebooks) due: table of contents and document tabs, application for placement (your copy), observation and volunteer hours, teachers’ weekly checklists, hardcopy of LiveText Weekly Practicum Reports including related materials listed below, photos, JB's observation report, Department Lesson Plans, teacher's evaluation (signed), department log sheet (signed), AND a statement of how you chose to thank your cooperating teacher.

Game Plan
1. Contact your cooperating teacher in September, as soon as you have your placement. Offer to visit the teacher and the class as soon as possible -- well before the first day of practicum. An observation and volunteer form is to be initialed by the teacher for at least three visits of one hour or more to the classroom before March 6 (10 points).

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

2. When you meet, give the teacher the necessary 4000 documents: Block II description and responsibilities sheet. Show the teacher the EIU Log Sheet which you will keep and which s/he will be asked to sign, the Practicum Evaluation Rubric and the Dispositions Rubric which she will use to complete your evaluation. Before practicum begins, explain your ELE4000 Compilation/ and Weekly Practicum Report requirements. Go over your personal Application for Placement, in case s/he has any questions. The teachers will have their own copy, so you can keep your copy for your compilation.

3. Request school and classroom guidelines for professional and student behavior (such as no gum, no hats, quiet when in halls, use of xerox machine, parking, etc.). Request a class list, school calendar, and a class schedule. Place these in your practicum folder.

4. Know the school calendar, upcoming events, etc. Keep your personal calendar in professional manner.

5. Express your wish to plan and to teach as much as possible. (Initial orientation and observations will take place before practicum begins, according to the observation and
6. Discuss the teacher's plan for your work and how your work is to fit into the class curriculum. Take notes so that your advance preparation will shine every day. Include all planning notes in your compilation.

7. Use ALL time on site for instructional purposes, even if the children must be out of the classroom for a special class, recess, etc. Accompany the class to make observations.

8. **Plan ahead. Overplan.** Plan off-site, on your own time. Save all records of your experience for the 4000 compilation of materials. Children's responses (success, needs) and teacher's comments and suggestions will help guide your planning.


10. Should problems arise, do not hesitate. Please notify Mrs. Barford immediately.

11. **THINK A LOT ** ENJOY ** BE PROUD TO BE A TEACHING PROFESSIONAL**

**How to score**

1. **The class meetings:** Participate. Let your voice be heard. Two points for each participation opportunity. (5 x 2 = 10 participation points)

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

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

4. **The Compilation: (to be presented in a well organized notebook)**

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

** Keep documents in your practicum folder for the 16 days you participate in the classroom, according to the forms and guidelines listed herein.

Weekly LiveText weekly reflections are to be as specific as possible... For example, you may include exactly what spelling words were taught with examples of the exercises and activities used, not simply "we did spelling." Relate how specific students responded. Give brief examples and illustrations of your ideas. This material is strictly confidential and should report your thinking about WHY certain strategies resulted in certain outcomes.

The practicum compilation organizes important documents of your practicum experience. The practicum compilation is worth 20 points. The complete compilation is due April 17, 2008. Late penalties -- 5 points after 4/17 and after 4/18, 0 points.

5. The full department lesson plan:

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

Have this lesson plan ready for Mrs. Barford's observation.

Write this plan according to your EIU instructor's subject area guidelines. For example, if it is a science plan, use a learning cycle lesson plan. Include your teacher-made model of the student response activity which you will assign to your class. This inclusion shows that YOU have completed the response activity which you expect the students to complete, that you are interested in the work, that you enjoyed doing the work which you want the children to do! For example, if you want the students to write a journal entry as if they were watching the Wright Brothers fly at Kittyhawk, your lesson plan must include the paragraph which YOU have written. You may make a transparency of your
paragraph to illustrate the rubric to the students before they begin their own work. TAB this lesson among your other chronologically arranged compilation documents. 15 points (included in the 30 obs. pts.) for this plan. I will respond to your plan as part of the scheduled observation period.

6. Submit the four weekly checklists. Print from the link below. Submit to Mrs. Barford on these dates: Week 1 due March 21, Week 2 due March 28, Week 3 due April 4, Week 4 due with the compilation.

Prior to your teaching activities with the children your cooperating teacher will need to see your plans and preparations. Showing your planning and preparation to your coop teacher will help to assure high scores on your weekly checklists. The weekly checklists require teacher initials for:

- Presenting your plans in advance
- Following up on individuals' needs
- Demonstrating initiative and creativity
- Researching and providing your own extension and enrichment materials
- Applying technology in your teaching
- Being prompt and responsible
- Following up on teacher directions and suggestions

Ways to let your initiative and creativity shine.

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

Each weekly checklist is worth 10 points. (10 x 4 = 40 points)

The cooperating teacher's evaluation:

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

***Your field experience must be completed in a satisfactory manner. The practicum rubric as completed by the teacher, and the teacher's recommendation to go on to student teaching must be satisfactory in order to pass the course. ELE4000 may be taken twice with permission of the department chair. See EIU undergraduate catalog, 2006-2007, p. 175.
TOTAL COURSE POINTS: 220  
A = 100-92%, 202+,  
B = 91-82%, 180+,  
C = 81-72%, 158+  
D = 71-62%

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Informal article review: <em>Why we banned Legos</em></td>
<td>5</td>
</tr>
<tr>
<td>Volunteer and orientation hours (3 x 5) waived for distant placements</td>
<td>15</td>
</tr>
<tr>
<td>Instructor's observation of teaching performance</td>
<td>15</td>
</tr>
<tr>
<td>Full department lesson plan taught during the observation submitted in hard copy and in LiveText</td>
<td>15</td>
</tr>
<tr>
<td><strong>Weekly checklists</strong> initialed/signed by teacher (4 x 10)</td>
<td>40</td>
</tr>
<tr>
<td>Weekly LiveText Practicum Reflections (1 per week x 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Compilation of ELE4000 documents, organized and complete</td>
<td>20</td>
</tr>
<tr>
<td>Cooperating teacher's evaluation</td>
<td>60</td>
</tr>
<tr>
<td><strong>Your Block II Program Portfolio</strong> [your ELE4000 course grade depends upon prompt and successful submission of the Program Portfolio. Portfolio artifacts may be selected from the practicum experience. A grade of Incomplete is assigned if the portfolio is not complete within the given semester]</td>
<td>**</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>220</td>
</tr>
</tbody>
</table>

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

Make copies of each of the log pages and of the teachers evaluation page for your portfolio and records before submitting. Be sure you and your teacher have signed the documents and that you have your E number on each.
9. **BE PROUD** of this experience. Completing Block II qualifies you to student teach. Put special Block II events and achievements from practicum in your professional portfolio. Plan to take your Portfolio to your introductory student teaching interview as evidence of the quality of work which your cooperating teacher for student teaching can expect!

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

Return to [practicum syllabus](#).

[Back to main page](#)