DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY
AND MIDDLE LEVEL EDUCATION
ELE 4000
PRACTICUM IN ELEMENTARY CURRICULUM AND INSTRUCTION

Credit Hours: 01  Section 002  Spring Semester 2008

Instructor: Helen Wood
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PRACTICUM DATES—MARCH 31-APRIL 18

MEETING DATES: BUZZARD—Room 2439
January 10  February 7
Thursday—11:45—12:35
March 6  March 27

NOTEBOOKS DUE: APRIL 16 (Tenative date)

PORTFOLIO APPOINTMENTS  Week of April 21

LIVETEXT: .
One EIU lesson plan and one Reflection must be submitted to me on LiveText. This is a
requirement to receive a passing grade—DUE APRIL 16

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

ELE 4000 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.

COURSE 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 to children with diverse
backgrounds and abilities. Students enrolled in ELE 4000 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. 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.

**ELE 4000 STANDARDS**

Course requirements and demonstrated competencies are aligned with the following standards:
- Illinois Professional Teaching Standards (IPTS) including the Technology Standards for All Illinois Teachers (TSIT)
- SPA Standards Alignment (Special Professional Association Standards) based on ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
- NAEYC (National Association for the Education of Young Children) NAEYC

Focus standards will depend upon the classroom opportunities, grade levels, and subject areas available to the student participants

SPA Standards Alignment (Special Professional Association Standards) with the categories of the CEPS unit theme is available.

**COURSE MATERIALS:**
Personal LiveText account, portfolio binder and inserts, course notebook binder

**COURSE OUTCOMES:**
- 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.

**Course Outline:**
As a result of taking this course, the student will participate successfully in the following topic areas:

I. Planning to Teach
   A. Goals and Objective: student, teacher, state and national
   B. Classroom environment
   C. Management – motivation
   D. Individual differences

II. Participation in the Practicum
   A. Responsibility
   B. Planning activities and units of instruction
   C. Individual, small group, and cooperative learning
   D. Study skills
   E. Evaluation/assessment
III. Evaluation
   F. Mastery, diagnosis, remediation
   G. Self-evaluation
   H. Record keeping
   I. Goal setting

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-- 40 points
2. Cooperating Teacher’s Evaluation: 75 points
   The EVALUATION FORM and the LOG FORM MUST BE SIGNED by the
   COOPERATING TEACHER at the end of the Practicum. Make copies of these
   and turn in the originals to the EIU instructor. ALL materials borrowed/checked
   out from the schools MUST BE RETURNED to the SCHOOLS by the END OF
   THE SEMESTER or your will receive AN INCOMPLETE until ALL ITEMS are
   RETURNED.
3. The Practicum Notebook: 60 points
   Keep thoughtful documentation. One typed page REFLECTIONS WILL BE DUE
   EACH WEEK via email. Date each page! Reflect upon the children, the
   supervising teacher, how the class discipline is handled, classroom management
   techniques used, your experience (what worked and what did not work). In addition
   to keeping a copy of your journal on diskette, keep a hard copy in your notebook at
   all times for the coordinator to check during informal/formal observations. Your
   notebook needs to be a three-ring binder with a pocket in the front. This is a
   WORKING notebook. Keep lesson plans, materials created or that you contributed,
   photos, children’s work, manual pages, evaluation sheets, log, possible teaching
   strategies/ideas, etc., in it. Provide a detailed table of contents in the front.
   *Plans – Your cooperating teacher will need to see your plans IN ADVANCE. Plans
   give evidence of relation to the students’ previous learning and prior
   knowledge as well as specific objectives and procedures. Use the EIU model for at
   least FIVE of your lesson plans and EACH lesson taught MUST HAVE A LESSON
   PLAN (shortened)
4. 4000 CLASS PARTICIPATION: 40 Points (10 points each class)
   NOTE: Attendance is mandatory.
5. PRACTICUM IN SCHOOLS--You are REQUIRED to be in attendance from
   the beginning (Monday, March 31) to the required end (April 18) of the Practicum
   scheduled period in the schools according to the Practicum agreement between
   the school and the University. You are to FOLLOW THE SCHOOL CALENDAR,
   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 D is not acceptable in this class. You will have to
   retake before you 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 of EIU lesson plan and reflection are required to meet the guidelines of the course.

7. The PDR (Professional Development Requirements) sheet must be successfully completed by the LAST DAY OF CLASSES or you will be denied student teaching tenure-- meetings, conferences and involvement with children.

**Total Points : 215**

**Grade Scale:**

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100 – 90% = A \ 89 – 80% = B \ 79 – 70% = C \ 69 – 60% = D \ Below 60% = F

**Evaluation:**

Evaluation of student progress will be the basis of the individual’s performance in the pre-student teaching practicum (i.e., on the basis of planning, classroom management, and lesson presentation.) Field experience must be completed in a satisfactory manner (recommendation to go on to student teaching) in order to pass the course and be recommended to advance in the degree program. The number of field hours for ELE 4000 are 45+ field hours required.

**Practicum Procedures:**

1. Contact your cooperating teacher in advance and arrange a meeting time.
2. Work out all logistics regarding your placement with your teacher. If there is a problem with the site, contact me immediately.
3. Always report to the office when you visit a school. Sign-in and sign-out each day of the Practica. Learn the principal’s name and introduce yourself if you can.
4. Request school and classroom guideline for professional and student behavior (things like no gum, no hats, quiet when in the halls, etc.) Request a class list and a class schedule.
5. Know the school calendar (upcoming events). Check school Web Site.
6. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
7. Use ALL time on site for instructional and/or professional purposes (not other classes’ projects), even if the children are out of the classroom.
8. Plan ahead. Over plan. Plan off-site, on your own time, in advance. Do not be unprepared! Save complete records and writing of your plans for the ELE 4000 notebook. (Copy manual pages and children’s work, include manipulatives and transparencies).
9. Let your enthusiasm, initiative, and professional attitudes be reflected in your teaching and your relationships in school.
10. You are to be neat and professional looking in appearance. Clothing should be casual, conservative, and comfortable. Do not wear shorts, cutoffs, jeans with holes, or other leisure apparel. Cover tattoos, and take out any metals.
11. Give the teacher the yellow EVALUATION SHEET, inform them of the EIU and other lesson plans and other pertinent information on the first day of Practicum.
12. Keep a daily log of your experiences and date each entry. The cooperating teacher must sign these sheets as well as an evaluation of your work. Make a copy of each of these for your own records.
12. You are expected to be present each day, be on time each day and be prepared each day.

**Course Requirements**

**Demonstrated Competencies**
| Participation | Performance includes presence and contribution during class meetings, support of peer classmates, children and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children and peers. |
| 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, and appropriate evaluation and follow-up. Focus is on differentiated curriculum and children’s academic, behavioral, and cultural diversity. |
| 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. |
| 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. |
| Professionalism | 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. |
| Evaluation | 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 engage in self and peer evaluations as directed by the university supervisor. Participants will study the Block II Practicum 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 and fusing evaluation with reflection. |
| Documentation | Performance includes: |
Printing out the course syllabus and calendar, Fulfillment of instructor’s guidelines for the notebook
Daily lesson plans and/or reflections including—
Research and development of teaching materials
Reference lists of books/websites incorporated in planning
Copies of manual pages used in planning.
Log of practicum hours/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 and Reflections. Focus is on organization of the Practicum notebook.

Reflection
Reflections stating what happened /why 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 thoughtful analysis of why classroom events were selected and the meaning of those events for the progress of learning for the child and class. Focus is finally 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 teaching. Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews.

DISPOSITIONS
Teacher candidates in the Dept. of EC/ELE/MLE will exhibit professional ethical practice, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

NOTE: For those classes with LiveText or Practicum:
If the portfolio or LiveText 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.

DO YOUR BEST—BE PUNCTUAL—BE PREPARED—BE PROFESSIONAL