ELE 4000-003 SYLLABUS-Spring 2008
Department of Early Childhood, Elementary, and Middle Level Education
Practicum in Elementary Curriculum and Instruction

Instructor: Linda Sherwood
Room Location: BB 2430  Time: 11:45-12:35
Meeting Dates: January 14, February 11, March 3, April 14  Credit Hours: 01
Office Location: BB 1323
Office Hours: 10:00-12:00 (most Mondays); 12:30-3:30 T; 10:00-12:00 W and/or by appointment
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Practicum Dates: March 17, 18, 19, 25, 26, 27, 28, April 1-4, 7-11 (Assignments to be announced)

Notebooks due: April 14 (Notebooks will be signed in and signed out during the grading period.)

Portfolio Appointments: Week of April 21

LiveText: One reflection and one lesson plan (using the EIU lesson plan template) will be submitted on LiveText and is due the week of April 7. If the LiveText requirement is completed in a less than satisfactory manner then no more than a “D” may be earned in the class regardless of the number of points earned.

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

Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance.  http://www.eiu.edu/~disablty/  217-581-6583

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 cooperating school must be returned to the school by the end of the semester or you will receive an incomplete until all items are returned.

3. The Practicum Notebook 60 points

   Keep thoughtful documentation. A one-paged typed reflection will be due each week via email. Each page must be dated. Topics to consider in the reflection:
   • Reflect upon the children
   • Reflect upon the supervising teacher
   • Reflect how classroom discipline is handled
   • Observe classroom management techniques
   • Comment on your experience (what worked and what didn’t)

   In addition, keep a copy of your journal on diskette/thumb drive. Keep a hard copy in your a three-ring notebook (which contains a pocket in the front) at all times for the coordinator to check during informal/formal observations. This is a working notebook. Other items to include in the notebook:
Lesson plans: Your cooperating teacher will need to see your plans in advance. Plans give evidence of the relation of the students’ previous learning and prior knowledge as well as specific objectives and procedures. Use the EIU model for at least FIVE of your lessons plans and EACH lesson taught must have a lesson plan (shortened.)

4. **4000 Class Participation** 40 points
   NOTE: Attendance is mandatory since there are only four meetings.

5. **Practicum in Schools**
   You are required to be in attendance from the beginning (March 17) to the required end (April 11) of the practicum scheduled period in the schools according to the practicum agreement between the school and the university. You will follow the school calendar at the school 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 a “D” is not acceptable in this class and must be retaken before one 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 are required to meet the guidelines of the course.

7. **PDR (Professional Development Requirements) Sheet** must be successfully complete by the last day of classes or you will be denied student teaching status—meetings, conferences, and involvement with children.

**Total Points: 215**

**Grading Scale:**
- A (100-92)
- B (91-82)
- C (81-72)
- D (71-62)

**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 required field hours for ELE 4000 is 45+.

**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 & Notes:
This course must be taken concurrently with one or a combination of ELE 3250, 3281, 3290, 3340, 4880, or with permission of the department chair. University Teacher Education requirements apply and department requirements for enrollment must be met. Course may be taken twice with permission of the department chair.

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.

Purpose of the Generic Syllabus:
To provide the framework from which individual instructors can assure common outcomes for all certification candidates enrolled in ELE4000. Grading scales and instructional sequence will be determined by individual instructors.

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)
  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
- 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
  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 Materials:  Personal LiveText account, portfolio binder and inserts, course notebook binder

Outcomes Specific to ELE 4000:
- 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
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<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tbody>
<tr>
<td>Participation</td>
<td>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.</td>
<td>IPTS 10, 11</td>
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<td>ACEI 5.1</td>
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<td>NAEYC 1</td>
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<td>Planning</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</td>
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<td>ACEI 1, 2.8</td>
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<td>3.1, 3.2, 3.3, 3.4</td>
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<td>NAEYC 2, 3</td>
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<td>Classroom management</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</td>
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<td>ACEI 1, 3.2</td>
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<td>NAEYC 1, 5</td>
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<td>Technology</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</td>
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<td>ACEI 5.3, 5.4</td>
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<td>NAEYC 3, 7</td>
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<td>Professionalism</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</td>
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<td>ACEI 5.1</td>
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<td>NAEYC 6, 1, 8, 10</td>
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<td>Evaluation</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 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. Focus is on fusing evaluation with reflection.</td>
<td>IPTS 8</td>
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<td>ACEI 4, 5.2</td>
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<td>NAEYC 4</td>
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<td>Documentation Practicum Notebook</td>
<td>Performance includes: • printing out the course syllabus and calendar, • fulfillment of instructor’s guidelines for the practicum notebook which may require-- • 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 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</td>
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<td>ACEI 5.1</td>
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<td>NAEYC 6</td>
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the observed lesson plan, Instructors may ask for LiveText uploads of
daily reflections and plans.
Focus is on organization and presentation of the practicum notebook.

| Reflection | Reflections stating what happened and 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 a thoughtful analysis of why classroom events were selected and the meaning of those events for the progress of learning for the child and the class. Focus is finally on self-evaluation suggesting how the responding participant may be a positive influence on such classroom events. | IPTS 10
ACEI 5.2
NAEYC 4 |
|---|---|---|
| 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. | IPTS 10, 11
ACEI 5.1,
5.4
NAEYC 8,
10 |

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. Evaluation/assessment

III. Assessment/Evaluation
   A. Mastery, diagnosis, remediation
   B. Self-evaluation
   C. Record keeping
   D. Goal setting

Practicum Contact Protocol:
1. Contact your cooperating teacher in advance and arrange a meeting time.
2. Give your contact information to the teacher and ask for his/hers. Ask for the teacher’s preference—email, school phone, cell phone.
3. Give the teacher the necessary ELE4000 documents. (Letter of introduction from professor, evaluation and log sheets, your Block II assignments.)
4. Work out all logistics regarding your placement with your teacher. If there is a problem with the site, contact me immediately.
5. 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 when possible. Learn the secretary’s name and greet them appropriately.
6. Request school and classroom guidelines for professional and student behavior (i.e. no gum, no hats, quiet in the hall, etc.) Request a class list and a class schedule.
7. Make a seating chart to familiarize yourself with the students’ names.
8. Know the school calendar (upcoming events.) Check the school Web Site. You may want to print out information at this site for inclusion in your notebook. Become familiar with the floor plan of the building.
9. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
10. Use ALL time on site for instructional and/or professional purposes (not other classes’ projects); even if the children are out of the classroom.
11. 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.)

Dispositions:
12. Let your enthusiasm, initiative, and professional attitudes be reflected in your teaching and your relationships in school.
13. 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.
14. 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. A weekly reflective summary will be emailed to the EIU instructor.
15. You are expected to be present, on time, and prepared each day.

Professional Dress:
Dress professionally. The following are quotes from “How to be an Effective Teacher: The First Days of School” by Harry Wong and Rosemary Wong.

- “Effective teachers know that the clothes they wear and the smile that dresses their face are the first things the students see as they are greeted at the door.”
- “The effective teacher dresses appropriately as a professional educator to model success.”
- “The important word is appropriately... One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate.”
- “It is common sense. You will be treated as you are dressed.”
- “Research reveals that the clothing worn by teachers affects the work, attitude, and discipline of students. You dress for four main effects: respect, credibility, acceptance, and authority.

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

Note: This syllabus is tentative and subject to review and change based upon the instructor’s discretion.

Bibliography