DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY
AND MIDDLE LEVEL EDUCATION

ELE 4000
Early Childhood Section
Spring 2008

PRACTICUM IN ELEMENTARY
CURRICULUM AND INSTRUCTION

Short Title: Practicum in ELE
Credit Hours: 0-3-1
Prerequisites: Must be taken concurrently with one or a combination of ELE courses, or permission of department chair.
Instructor: Tess Bennett, Ph.D.
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Unit Theme:
Educator as creator of effective educational environments integrating diverse students, subjects, strategies, and societies.

Course Description:
Forty-five hours of supervised early childhood/elementary school clinical experience with emphasis on curriculum and
instruction in teaching science, social studies, emergent literacy, and diagnostic/prescriptive reading. This course may be
taken twice.

Course Prerequisites:
Must be taken concurrently with one or a combination of ELE courses

Course Requirements:
1. 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.

2. NOTE: 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.

Course Purpose:
The goal of this course is to provide prospective teachers with the necessary competencies to plan and teach children of
various abilities and backgrounds. Candidates participate at levels different from ELE 3000 experience.

Course Rationale:
This course provides classroom experiential support in one or more of the following areas: early childhood curriculum,
emergent literacy, science, social studies, and corrective reading. This experience is an integral part of the courses with
which it is associated, is under the direct supervision of a university instructor, and is in partial fulfillment of the pre-student
teaching divided practicum, mandated by the Illinois State Certification Board.
CEPS outcomes for ALL ECE/ELE/MLE Classes:
1. Develop a desire for lifelong learning in students and personally display lifelong learning desire and self-evaluation skills.
2. Demonstrate effective communication skill.
3. Strive for positive development of students’ intellectual, social/emotional, and physiological skills and behaviors.
4. Demonstrate knowledge of facts and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
5. Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.

Outcomes Specific to ELE 4000:
1. Design developmentally appropriate instruction using a variety of materials.
2. Provide for the uniqueness of individuals, recognizing the characteristics of culturally diverse and at-risk population, and foster appreciation for those differences.
3. Manage the classroom to optimize academically engaged time.
4. Strive to develop intellectual, social, ethical, and moral skills and behaviors in students.
5. Perform successfully within the social and political contexts of school and community.
6. Model appropriate professional behavior (ethical, legal, social, and moral).
7. Design instruction to promote a healthy self-concept for students.
8. Demonstrate alternative methods of achieving similar learning outcomes.
9. Make meaningful curriculum decisions regarding what will be learned and ways to achieve it.
10. Emphasize higher-order, critical thinking.
11. Use basic concepts of measurement and assessment in instructional decision-making.
12. Develop, implement, and evaluate successful curriculum in the practicum setting.
13. Design instruction to develop and utilize the cognitive process by which pupils learn.
14. Uses technology to support teaching and learning.
15. Communicate and cooperate with the host teacher in the practicum setting.

Course Outline:
The successful student will learn the following in this course:

I. Learning to teach using developmentally appropriate practice goals and objectives based on guidelines from the department, national organizations, and state standards.
   A. Classroom environmental set up for optimum learning
   B. Classroom organization to optimize motivation and love of learning
   C. Individualizing for each child’s educational and social needs
   D. Embedding learning content into interesting instruction through lesson planning
   E. Exploring the teacher’s role as facilitator, direct teacher, guide to learning
   D. Involving families in their child’s education

II. Participation in the Practicum requires:
   A. Responsibility for self-management and getting the most out of the experience
   B. Practice in planning meaningful instruction for children
   C. Planning individual, small group, large group, and cooperative learning experiences
   D. Teaching study skills, exhibiting motivational techniques with children
   E. Evaluation/assessment competence, such as self assessment and non-invasive techniques with children
   F. Teaming with your teacher, other students, assistants, and others
III. Self-evaluation
   A. Mastery, diagnosis, remediation
   B. Self-evaluation
   C. Record keeping
   D. Goal setting

Objectives:
1. Observe and participate in early childhood and elementary classrooms as assigned.
2. Exhibit professional behavior, in dress and behavior including confidentiality.
3. Learn to challenge children by using high level cognitive techniques, such as questioning and critical thinking strategies.
4. Observe the social emotional well-being of children in the classroom and facilitate this development.
5. Utilize non invasive, naturalistic assessment techniques to investigate the child’s developmental level.

Requirements:
Specific guidelines for lesson plans and supervisor’s observation will be provided during the semester.

1. On-site Observation: (lesson plan for the day = 75 points and my observation of your teaching performance = 50 points)

   125 points

2. Cooperating Teacher's Evaluation =  (Score for all 5’s=125, all 4’s= 110, all 3’s= 95) Scores below 3 from your cooperating teacher indicate non passing points)

   125 points

3. Practicum Log: Put in 45 hours; Basic overview of time (hours) spent and brief description of the day’s activities; Accurate count on log sheet.

   50 points

5. Professional Portfolio

   Pass/Fail

Portfolios must be turned in at specified times throughout the semester and revised by the end of the semester. Failure to receive a passing grade on your portfolio will result in an INCOMPLETE.

6. The Notebook (100 points): Keep thoughtful documentation. Put ALL lesson plans you carry out in your placement. Type at least one page a day with the date in your journal. Reflect upon the children, the supervising teacher, how the class discipline is handled, classroom management techniques, and your experiences (what worked and what did not work). In addition to keeping a copy of your journal, keep a hard copy in your notebook. Your notebook needs to be a three-ring binder with a pocket in the front.

This is a working notebook. Keep lesson plans (EIU/Hunter model), materials created (photos), children's work, manual pages, evaluation sheets, log teaching strategies/ideas. Provide a table of contents in the front so it is easy to find entries.

*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. Write your plans like a script. Use the EIU model for all of your lesson plans.
7. Attendance

Attendance is mandatory. (Any practicum hours, which are missed, must be rescheduled ASAP).

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 ASAP.

If unexcused absences occur, the student's field placement will be reevaluated. (A minimum of five points will be deducted for each unexcused absence.)

TOTAL Possible Points = 400 points

Grade Scale:
91%-100% (400-364) = A
81%-90% (363-324) = B
71%-80% (323-284) = C
61%-70% (283-244) = D
Below 60% or 243 points = F

BE SURE THE ABOVE EVALUATION FORM AND EACH SHEET OF THE LOG FORM ARE SIGNED BY THE COOPERATING TEACHER. THE SIGNED EVALUATION FORM AND LOG SHEETS MUST BE TURNED IN WITH THE NOTEBOOK OR YOU WILL LOSE 5 POINTS ON YOUR NOTEBOOK GRADE.

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ALL MATERIALS BORROWED/CHECKED OUT FROM THE SCHOOLS MUST BE RETURNED TO THE SCHOOLS BY THE END OF THE SEMESTER. YOU WILL RECEIVE AN INCOMPLETE UNTIL ALL ITEMS ARE RETURNED.

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.)

Practicum Procedures:

1. Contact your cooperating teacher at least one week in advance. Arrange a meeting or a phone call in which you can share what you are prepared to offer. Tell about yourself, your past experiences with children, what you hope to get out of the placement.

2. Give the teacher the necessary ELE 4000 documents and explain what your assignments are. Give contact information on yourself and get contact information from the teacher. Start good communication by following up on any discussions promptly.

3. Work out all logistics regarding your placement with your teacher. Get directions. Find the school before the first day. If there is a problem with the site, contact me immediately.

4. You are expected to be present, on time, and prepared every day.

5. 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 if you can.

6. Request school and classroom guidelines for professional and student behavior (no gum, no hats, quiet when in the halls, etc.). Request a class list, seating chart, and a class schedule.

7. Know the school calendar (upcoming events). Check this against the EIU calendar so see if there are any holidays you may need to make up.
8. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching with your cooperating teacher.

9. Use ALL time on site for instructional and/or professional purposes (not other class projects), even if the children must be out of the classroom. No talking on your cell phone or other non practicum related activities.

10. Plan ahead and in advance. Save complete records and your written plans for the ELE 4000 notebook. Keep your notebook up to date.

11. Let your enthusiasm, initiative, and professional attitudes be reflected in your teaching and your relationships in the school.

12. You are to be neat and professional looking in appearance. Clothing should be casual and comfortable. Do not wear shorts, hip huggers, cutoffs, jeans with holes, bare midriff, low cut tops, or other leisure apparel.

13. 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.

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

EIU requires you to wear your nametag in the schools at all times.

Other suggestions:
1. In your classroom management section of the notebook include a detailed description of the physical set up of the classroom and teacher/learner styles observed; class schedule, class list, seating chart, home newsletters, special events, etc.

2. The journal:
   Keep thoughtful documentation. Type at least one page a day. At least 15 full pages will be required.
   *Write in grammatically correct sentence formation.
   *Record the date, activities of the day, child/class information, techniques/strategies for teaching and techniques of the cooperating teacher concerning behavior management/discipline.
   *Include activities you developed or in which you participated.

3. Exceptional organization of your notebook -- some students find it more manageable to organize day by day -- this is fine, but should be noted in the table of contents. The notebook should be grammatically correct with proper usage. Provide a Table of Contents in the front of the notebook. Prepare lesson plans ahead of time and keep them in the notebook. Put in copies of the materials created. Put in samples of the children’s work. Copy manual or internet pages from which you develop activities. Include Evaluation sheets and logs. This notebook will be returned to you. You may wish to take it to your Introductory Student Teaching Interview as evidence of the quality of your work.

4. Observation:
   You will be observed teaching during your practicum. Prepare and present a lesson with the whole group or a small group of children. Activities should be planned with your cooperating teacher. Here are some ideas.
   o Prepare and present a language arts activity integrating social studies, science, or reading either with the whole group or a small group of children.
- Plan a physical activity for inside or out; plan an art activity to be used in a center (this could be related to science, social studies, or reading); plan a musical activity using tapes, records, movement, singing, chants, drama. Use your imagination!
- Construct a learning game relevant to a theme presently being used in the classroom, relating to science, social studies, or reading. Show the teacher a model of the game before it is made, then use it in a center and leave for the classroom use upon completion of the practicum.
- Prepare a story, and use other ways to read to the children, tell the story, use the flannelboard, use overheard materials (with taped story included), a puppet, dramatization, technology, or any other media.

6. Lesson Plans: Your cooperating teacher will need to see your plans in advance. Good plans give evidence of a relationship to the students’ previous learning and prior knowledge as well as specific objectives and procedures. Write your plans like a script (include the exact language, questions, and examples you will use).

7. You will need to have an exit interview with the instructor after you have presented the lesson. Please schedule this with your cooperating teacher. Ask the teacher for feedback consistently.

8. Please contact me with any questions.

Important Dates:
You will be in your practicum placement for three weeks. **Do not schedule any appointments during these three weeks in the morning between 8 and 11 am.**
You need to start your portfolio. Your Letter of Intent and Resume are the first artifacts you can put in. Start collecting your assignments from your classes, evaluations from supervising teachers, photos, lesson plans, papers, and other materials to place in your portfolio. Collect everything at this time. Later you can make decisions about what to include in the final portfolio.

Class meeting dates will be given at our first meeting.

Good luck!