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

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Office Hours: Before and after class and by appointment

Class Meeting Dates: January 7, January 28, March 3, March 17

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 I. 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.

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)
- 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 [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.

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

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.
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<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
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<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 cooperation with university supervisor, classroom teacher, children, and peers.</td>
<td>IPTS 10, 11 ACEI 5.1 NAEYC 1</td>
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<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</td>
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<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>
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<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</td>
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<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>
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<td><strong>Evaluation</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 engage in self and peer evaluations as directed by the university supervisor. Participants will study the Block I 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 ACEI 4, 5.2 NAEYC 4</td>
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| **Documentation**  | 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 I Practicum Rubric as completed and signed by the cooperating teacher must | IPTS 10 ACEI 5.1 NAEYC 6 |
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. 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.

Portfolio submission Performance includes completion of the program portfolio by selecting and including the Block I 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 I artifacts. Examples of students’ work and photographs are encouraged. The practicum instructor will sign the completed Block I 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.

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

I. Planning to teach
   A. Goals and objectives; student, teacher, state and national
   B. Classroom environment
   C. Management—motivation
   D. Individual differences

II. Participation in the Practicum
   A. Responsibility
   B. Planning units of instruction and activities
   C. Individual, small group, and cooperative learning
   D. Assessment/evaluation

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

**Assignments and Responsibilities**
- Practicum Placement Information form/Letter 10 points
- On-site Observation
  - Lesson Plan 20 points
  - Coordinator’s observation of your teaching 50 points
- Cooperating Teacher’s Evaluation 70 points
**A notebook checklist will be given to you prior to your practicum experience. Use the checklist to make certain that all materials are included in your notebook.**

Grading Scale:
- 91-100% (300-273) = A
- 81-90% (272-243) = B
- 71-80% (242-213) = C
- 61-70% (212-183) = D
- Below 60% or 182 points = F

Portfolio and LiveText Requirements
- 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.

TB Test
- You are required to have a TB test prior to your practicum experience. Arrangements for receiving the TB test will be discussed during class. **It is your responsibility to show your TB test clearance sheet to your instructor prior to beginning your practicum experience.**

Attendance
- Attendance is mandatory. Any practicum hours, which are missed, must be rescheduled. Any times that ELE 4000 meets are mandatory.

Practicum Schedule:
- You will be in your practicum placement from February 8 through February 29. You will be at your site from 8:00 am to 11:00 am. Do not schedule any appointments during these 15 days in the morning between 7:00 am and 12:00 noon.

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 ELE4000 documents. (Letter of introduction from professor, evaluation and log sheets, your Block I 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. Become familiar with the floor plan of the building. 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
11. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
12. Use ALL time on-site for instructional and/or professional purposes, even if the children are out of the classroom.
13. 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 teach 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.
14. Your cooperating teacher will need to see your plans in advance. Complete plans give evidence of how you 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.
15. Let your enthusiasm and initiative shine. Let you professional attitudes be reflected in your teaching and relationships in your school.
16. **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.**

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.

***If a student has a documented disability and wishes to receive academic accommodations, s/he should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Bibliography


