Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
MLE4000 Practicum in Middle Level Curriculum and Instruction

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

MLE4000 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:
MLE4000 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 MLE4000 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. MLE4000 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 MLE4000 and on the positive recommendation of the cooperating classroom teacher with whom the student participates for 45+ clinical hours.

Textbooks: There are currently no required textbooks for this course.

Course Materials: Personal LiveText account, Department portfolio binder and inserts, binder for course notebook

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.
ELE/MLE4000 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

Language Arts Standards for all Illinois Teachers ( ICLAS)  
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

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  
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 Outcomes:

• Students will utilize content knowledge effectively in lesson planning.
• Students will provide an effective classroom environment to support the success of unique individual students.
• Students will design and implement instruction to achieve specific and differentiated learning outcomes.
• Students will model professional behavior, dress, and positive dispositions appropriate for the school community.
• Students will demonstrate a mastery of technology in support of teaching and learning in the classroom.

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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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</table>
| 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 collaboration with university supervisor, classroom teacher, children, and peers. | IPTS 10, 11  
ACEI 5.1  
NAEYC 1  
LASIT 2  
TSIT 1,2,5,6 |
| 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, appropriate assessments, and follow-up. Focus is on differentiated curriculum and children’s academic, behavioral, and cultural diversity. | IPTS 1, 2, 3, 4, 6  
ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4  
NAEYC 2.3  
TSIT 3A, 3F |
| 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. | IPTS 2, 5, 7 ACEI 1, 3.2, NAEYC 1, 5 |
| 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. | IPTS 12 ACEI 5.3, 5.4 NAEYC 3, 7 TSIT 1, 2, 3, 5, 7, 8 |
| Professionalism | 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. | IPTS 11 ACEI 5.1 NAEYC 6, 1, 8, 10 |
| Evaluation of children’s learning | Performance includes creation of assessments for lessons taught, application of textbook evaluations, assistance with standardized testing as may be scheduled, rubric development, and revision of evaluation instruments. Participants will keep and utilize records based on diagnostic assessments of students. Focus is on creation and implementation developmentally appropriate assessments of children for the improvement of teaching and learning. | IPTS 8 ACEI 4, 5.2 NAEYC 4 LASIT 1, 2, 3 TSIT 3A, 7K, 7A |
| Evaluation of teaching performance | 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 children’s products which result from their teaching. Focus is on fusing evaluation with reflection. See reflection requirement below. | IPTS 10 ACEI 5.1 NAEYC 6 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I |
| Documentation Practicum Notebook | Performance includes fulfillment of instructor’s guidelines for the practicum notebook which may require -- • printing out the course syllabus and calendar, • cooperating teacher’s observations notes • 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 original signed copies of the log of practicum hours, the Dispositions Rubric, and the Block II Practicum Rubric as completed and signed by the cooperating teacher must be submitted with the Notebook. These documents will not be returned to the student. | IPTS 10 ACEI 5.1 NAEYC 6 LASIT 1, 2, 3 TSIT 1A, 5A, 7A, 7I |
Documentation also includes LiveText uploads of the observed lesson plan. Instructors may ask for LiveText uploads of daily reflections and a number of daily plans implemented in the classroom.

Focus is on organization and presentation of the practicum notebook.

**Reflection**
Performance includes participation according to the guidelines for the Reflections stating ‘what happened, why, and what do I think’ 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 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.

**EC/ELE/MLE Program 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 children’s work and photographs are encouraged. The practicum instructor will sign the completed Block II PDR sheet (the purple sheet). Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews. Focus is on completion of all program requirements for admission to student teaching.

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<th>Core Assignments:</th>
<th>Brief description</th>
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<td>Participation</td>
<td>Contributions to discussions and activities, both in class and electronic, responsibility to group work, responsibility to all aspects of the in-school practicum are required.</td>
<td>10%</td>
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<td>Planning</td>
<td>The lesson plan will be designed according to the EC/ELE/MLE Department Lesson Plan. The format may be selected from a variety of strategies: Direct Instruction, Concept Teaching, Cooperative learning, Problem-Based instruction, Classroom Discussion, Inquiry. Once an appropriate strategy is selected, the lesson plan is to be formatted with appropriate elements of the Department Lesson Plan. The lesson plan will be uploaded to LiveText and submitted to the instructor as reviewer.</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection</td>
<td>Improvement and growth as a teacher will be evident in the candidate’s own interpretation and critical analysis of classroom experiences.</td>
<td>10%</td>
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Course Notebook

The course notebook will contain course documentation of classroom experiences as directed by the instructor.

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**DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR**

Mandatory Completion: Non compliance with these assignments will result in a grade of a D no matter how many points you have/  
- LiveText submissions (Lesson Plan and Field Experience)  
- Eastern Illinois University Professional Portfolio complete  
- Professional Development Requirements sheet

**Grading Scale:**  
93%-100% = A  
82%-92% = B  
72%-81% = C  
62%-71% = D

A minimum of five class meetings in addition to the 45+ practicum hours shall be scheduled during the semester. Class meetings will include preparation for and debriefing of the practicum. Class meetings may be organized around the following topics:

**Course Outline**

I. Planning to Teach  
   A. Standards, 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. Diversity  
   C. Professionalism and confidentiality  
   D. Planning units of instruction, differentiation, curriculum integration  
   E. Individual, small group, and cooperative learning

III. Assessment/Evaluation  
   A. Accommodation  
   A. Diagnosis, remediation, mastery  
   B. Self-evaluation  
   C. Record keeping  
   D. Goal setting

**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 II 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. During the practicum weeks, you are on the school’s calendar, not EIU’s calendar.

11. Become familiar with the floor plan of the building and the safety and evacuation procedures.

12. 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**

13. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.

14. Use **ALL** time on-site for instructional and/or professional purposes, even if the children are out of the classroom.

15. 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 are asked to teach on the spot (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.

16. 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.

17. Let your **enthusiasm** and **initiative shine.** Let your **professional** attitudes be reflected in your teaching and relationships in your school.

**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


