DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY AND MIDDLE LEVEL EDUCATION
ELE 4000-004
Fall 2004
BUZZ 2440
0800-0850 Tuesday & Thursday
Arranged on Mondays/Tuesday/Wednesday/Thursday/Friday 0730-1200
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 3290, 3340, and/or 4880; or with permission of department chair.

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

Course Description:
Forty-five hours of supervised early childhood/elementary school clinical experience with emphasis on the curriculum and instructional aspects of 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 3250 and 3281; ELE 3290, 3340, and/or 4880; or with permission of the department chair.

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 ethnic 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:
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
A. Mastery, diagnosis, remediation
B. Self-evaluation
C. Record keeping
D. Goal setting

Objectives:
1. Observe and participate in early childhood, elementary, middle level classrooms, primarily in science, social studies, and reading.
2. Engage students in questioning and critical thinking strategies.
3. Work individually with a child focusing on informal diagnostic testing. This may be accomplished within a content area.

Requirements:
Specific guidelines for the lesson plans and supervisor's observation will be provided as the semester progresses.

1. On-site Observation: 35 points
2. Cooperating Teacher's Evaluation: 30 points

BE SURE THE 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 10 POINTS ON YOUR NOTEBOOK GRADE. 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.

4. The Notebook: Keep thoughtful documentation. Type at least one page a day and 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 (at least five following the EIU Lesson Plan), materials created (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. Write your plans like a script. Use the EIU model for at least five of your lesson plans. You will be required to write and implement at least 5 lesson plans.

The practicum notebook  60 points
5. Attendance
NOTE: Attendance is mandatory. (Any practicum hours missed must be rescheduled.)
ELE 4000 meetings are mandatory. Five points will be taken off for class times missed and two points will be taken off for tardiness.
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.
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 135 points

Grade Scale:

92%-100% = A  82%-91% = B  72%-81% = C
65%-71% = D  Below 65% = 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 4880 are to be in addition to the 45 field hours required for ELE 4000.

Practicum Procedures:
1. Contact your cooperating teacher in advance. Arrange a meeting in which you can share what you are prepared to offer this class.
2. Give the teacher the necessary ELE 4000 documents and explain what your assignments are.
3. Work out all logistics regarding your placement with your teacher. 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 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.
7. Know the school calendar (upcoming events).
8. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
9. Use ALL time on site for instructional and/or professional purposes (not other classes' projects), even if the children must be out of the classroom.
10. 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).
11. Let your enthusiasm, initiative, and professional attitudes be reflected in your teaching and your relationships in your school.
12. 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.

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 are striving for an "A" in this course, you must go beyond the requirements in the syllabus. Include lesson plans and teach them, using at least two alternative teaching models (expository, inquiry, discussion, guided discovery, or concept attainment), in addition to the EIU/Hunter model. This is a must do!!

You must check your e-mail on a regular basis! I will send out reminders and other pertinent information throughout the semester.

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. Xerox samples of the children’s work to include. 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 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 include:
*Prepare and present a language arts activity integrated into social studies, science, or reading either with the whole group or a small group of children.
*Plan a P.E. activity for inside or out; plan an art activity to be used in a center (could be related to science, social studies, or reading); plan a musical activity using tapes, records, movement, singing, chants, etc. 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, other than reading to the children, by using a flannelboard, overheard materials (with taped story included), a puppet, dramatization, or any other media.

5. Spend more than the required hours in the classroom -- practice all you can.

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 language and examples you will use).

7. You will need to have a brief exit interview with the instructor after you have presented the lesson.

8. Be proud of the experience! You are on your way to your goal of becoming a teacher.

9. Anything you can think of (may want to check with me). Show that you are excited and enthused about being a great teacher by going above and beyond the bare necessities. You will be the one who benefits in the long run!!!

A 10% deduction will be assessed on the notebook if any part of it is turned in late!!

DUE DATES:
November 30, 2004   Notebook is due at the beginning of class.
Portfolios will be checked on December 2<sup>nd</sup> and December 7<sup>th</sup> by appointment.

Resources:

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