

Eastern Illinois University  
Department of Early Childhood, Elementary, and Middle Level Education

## ***ELE4000 Practicum in Elementary Curriculum and Instruction, Block II, J. Barford***

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



### **Course Description:**

ELE4000: Supervised elementary school clinical experiences with emphasis on the curriculum and instructional aspects of social studies, science, and diagnostic/prescriptive reading. 50 hours of classroom participation. Prerequisites: Concurrent enrollment in ELE3290, ELE3340, and ELE4880, or permission of the department chair.

### **Course purpose:**

The goal of this course is to provide prospective teachers with independent classroom practice and mentored experiential support for planning and teaching social studies, science, and reading to children of various abilities, socioeconomic status, and heritage.

### **Course Rationale:**

This course is an integral part of the courses with which it is associated, is under the direct supervision of the university instructor, and is in partial fulfillment of the pre-student teaching practicum mandated by the Illinois State Teacher Certification Board.

### **Course Materials**

Personal LiveText account

### **Supervisor: JUDY BARFORD**

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Office hours for Spring, 2007, MW 9:00 - 10:00, TR 2:00 - 3:00 and by appointment

**Please give notice in advance if you plan to visit during office hours.**

### **CEPS Outcomes for All EC/EL/ML Classes:**

1. Foster students' desire for lifelong learning, and model one's own desire for lifelong learning, including self-evaluation.
2. Demonstrate effective communication skills.
3. Strive for positive development of students' intellectual, social, and moral skills and behaviors.
4. Design instruction that will develop and utilize the cognitive processes by which pupils learn.
5. Demonstrate a knowledge of facts and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
6. Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
7. Demonstrate knowledge and utilization of technological tools.

### **Outcomes Specific to ELE4000:**

1. Model a passion for learning (your OWN as well as your students').
2. Invest sufficient time out of the classroom to assure strong preparation for teaching.
3. Demonstrate teaching energy and commitment to the opportunities of the practicum setting.
4. Demonstrate proficient, standards-based lesson planning.
5. Develop enrichment and remedial strategies to assure outcomes for all learners.
6. Create materials to enhance content.
7. Evaluate according to objectives.
8. Research, plan, and teach a series of related lessons to explore a high level cognitive theme supported by substantial resources.
9. Communicate clearly in speaking and in writing for effective classroom management and process.
10. Listen and follow suggestions of the host teacher in the practicum setting..
11. Manage the classroom to optimize academically and socially engaged time.
12. Demonstrate appropriate professional behaviors especially attendance at professional meetings and workshops.
13. Readily and regularly apply technology in support of curriculum goals.

### **Course Outline**

\*\*\*\*\* [ELE4000, course guidelines, \(linked here\) include the course calendar, specific dates, assignments and the grading plan, the disabilities statement, and the terms for satisfactory completion of the field experience.](#)

### **Topic I: Planning to Teach**

- research update
- INTASC and Illinois standards for teaching performance
- dimensions of the classroom environment
- management and motivation -- [The Effective Teacher, Part I](#), H. K. Wong

- promoting classroom potential via individual differences


### **Topic II: Participation in the Practicum (50 contact hours)**

Resource: The Effective Teacher, Part 4: Procedures and Routines, H. K. Wong

- school structure and social political context
- communication and responsibility
- assuring adequate content knowledge and materials preparation
- planning lessons and units of instruction
- individual, small group, and cooperative learning
- full class teaching
- student interest, time on task, study skills
- opening opportunities for inquiry
- accomodating and emphasizing diversity
- assessment, diagnosis, remediation
- gathering of resources
- school and parent communication

### **Topic III: Compilations, Evaluations, and Debriefings**

- your ELE4000 course and clinical experiences compilation
- your program portfolio and LiveText documentation
- alternative and authentic evaluation
- teacher inquiry and reflection (teacher self-evaluation)
- multiple sources of feedback
- record keeping
- re-setting professional goals



**\*\*\*Requirements of the course include the ownership of a LiveText license. A Department Lesson Plan and the cooperating teacher's evaluation will be submitted for your LiveText assessments.**

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

**\*\*\*As an instructor, I have responsibilities to you. Strickland, writing in *Excellence in University Teaching*, has noted the following student rights:**

1. The right to be recognized as an individual even in large classes
2. The right to have a professor interested in teaching
3. The right to instruction based on adequate preparation
4. The right to express opinions and to challenge those of the instructor
5. The right to personalized instruction, relevant to student needs and interests
6. The right to access to the professor at times other than class sessions