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Our Vision
Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Our Mission
The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

COURSE DESCRIPTION: Senior Field Work/Seminar in Elementary Education (1-4, repeatable to 6)
Supervised practicum in an elementary or middle level classroom with accompanying seminars. Preservice teachers work closely with mentor teachers in planning and implementing instruction, including curriculum integration of technology, guided student learning, and evaluating student progress in the elementary school curriculum. Transportation not furnished. Prerequisites: ELED 370, fully accepted into Teacher Education Program, and departmental permission. Graded S/U only.
COURSE METHODOLOGY:
This course includes campus seminars and supervised teaching in an elementary classroom. During the campus seminars, assigned readings, written reflection, small group discussion, collaborative group activities, lecture, and videotapes will be used.

During the teaching experience students will observe, analyze, and reflect on elementary students’ characteristics, interests, and needs; plan and implement instruction, using information from observations and pre-assessments; and evaluate students’ learning. Candidates will also keep reflective journals and participate in conferences with the cooperating teacher and the university supervisor.

COURSE TEXT:

COURSE OBJECTIVES:
Upon successful completion of this practicum, the candidate will be able to:

1. systematically observe students, analyze the information obtained from observations, and use the results of those analyses to make informed decisions about the instructional needs of diverse students.
2. develop and implement integrated instruction, which utilizes a variety of developmentally appropriate strategies in at least two content areas.
3. provide systematic instruction for students with diverse needs which engages them in active learning experience; reflects current research regarding teaching, learning, and individual cognitive, sociocultural, and linguistic differences; reflects the observed needs and interests of students; and addresses the content and skills included in the required school curriculum.
4. develop and use a variety of methods for assessing students’ learning that are fair, consistent, and ethical; that reflect students’ age and development; and that are appropriate for the content and skills that are assessed.
5. systematically collect, analyze, and report data from assessments to document elementary student learning.
6. reflect on his/her effectiveness as a teacher, including the ability to create appropriate, authentic learning experiences; to deliver instruction effectively; to organize and manage students and materials; and to implement useful assessments, analyze assessment data, and draw appropriate conclusions about student learning.
7. use information from assessments and reflections on teaching to modify instruction, procedures, and practices.
8. employ appropriate classroom management techniques, discipline approaches, organizational strategies, and varied grouping techniques to enhance opportunities for student learning.
9. demonstrate proficiency in maintaining professional relationships with teacher, students, parents, administrators, and other school personnel.
10. use feedback from supervisors to modify and/or enhance instructional practices and improve teaching skills.

COURSE REQUIREMENTS  (Each requirement must be met to pass this course!)
1. Professionalism:
   
   A. You are expected to demonstrate professional behavior as outlined in the WIU Teacher Education Dispositions in all contexts associated with field experience (e.g., seminars, interactions with the classroom teacher, teaching and interactions with students, meetings and conference with the university instructor, and interactions with all colleagues).

   B. Your dress and personal appearance must conform with the dress code of your assigned school and school district. This will include appropriate attire, covering all tattoos and removing piercings from visible places other than the ear. Failure to demonstrate these dispositions and professional expectations will be documented by the WIU supervisor and/or the cooperating teacher and may result in a grade of "unsatisfactory" for ELED 470.

2. Attendance and participation in campus seminars:

   A. Attendance at each seminar is required. Substantial make-up work will be required when there is a documented excuse for an absence. Any unexcused absence will resulting in an “unsatisfactory” grade for the course. If you leave a seminar early or arrive late, you must complete additional work to pass the course.

   B. Active participation in each seminar is required. Complete assigned readings and other assignments prior to the seminar.

3. Attendance in the field:

   A. You are required to be in your field placement for at least 2 1/2 hours, five days a week for 12 weeks. You will be in the field during the weeks of Jan. 31 – Apr. 1 in the morning for 8 weeks. You will be in the field for 4 weeks in the afternoons beginning on Apr. 4-Apr. 29. You must make up all excused absences. One or more “unexcused” absence will result in an “unsatisfactory” grade for the course. If you are late in arriving, you must stay later that day.

   If you must be absent due to a serious illness or emergency:

   (1) Call your classroom teacher or building secretary.
   (2) Find a means for delivering any materials or lesson plans to the classroom teacher that was to be used that day.
   (3) Call your professor.
   (4) Schedule a make-up time with your classroom teacher.
   (5) Provide the information about the make-up time to the professor.

   B. Arrive at least 20 minutes before the official starting time of school during the weeks you are scheduled to observe and teach in the mornings. Arrive at least 20 minutes before the afternoon session (when student return from lunch) begins when you are scheduled to observe and teach in the afternoon.
4. Initial Contact with the Classroom Teacher:

   A. Telephone the school and ask if the cooperating teacher is available. (Introduce yourself to the person answering the phone.)

   B. If the teacher is not available, ask for an appropriate time to call again. Ask the person answering the phone to take a message and deliver it to the teacher. Indicate that you are the pre-service teacher from WIU, and you will call again at

   C. When you speak with the teacher, introduce yourself and ask if it is possible to meet with him/her prior to the first day you are assigned to begin your participation in the field. This could take place before school, after school or at a time convenient to the classroom teacher.

   D. When you arrive at the building for the initial meeting, check in at the main office. Introduce yourself to the office personnel, principal, etc. and state the purpose of your visit. Ask about “check-in” procedures that you need to follow each time you enter the building.

   E. Discuss the following during your meeting with the classroom teacher:

   (1) the daily class schedule and school schedule (early dismissals, days when school is not in session, etc.) classroom rules and discipline policies

   (2) procedures that should be followed in the event of an emergency (fire, tornado, injuries, etc.)

   (3) the classroom teacher’s approaches to teaching, grouping in the classroom, extent of inclusion of student with special needs

   (4) dress code for teachers

   (5) the availability of extra copies of textbooks, guides, etc., that you might use

5. Time Log: Keep an accurate account of your time in the classroom. If you are assigned to more than one teacher, you need to keep a separate time log for each teacher. At the end of the field experience, tally the total number of hours. Make two additional copies of the time log. Give one copy to the cooperating teacher and put the other two copies in your binder. The 470 professor will keep one of those copies.

6. Teaching Schedule: Work with the cooperating teacher to develop a schedule for teaching the required lessons. Submit these dates and times to your 470 professor as soon as they are finalized or by the dates indicated by the instructor. A calendar will be useful in organizing this.

7. Journal Entries: You will reflect on your observations of students, your observations of teaching and learning, your participation in the classroom, and your own teaching. See Appendix A for journal guidelines and requirements.

8. Western Online: Internet sites and other information needed for campus seminars and for teaching in the schools will be posted. Check the Western Online site and your e-mail frequently!

9. Observation in the Field: Your observations will provide essential information that will enable you to better meet the needs of your students. Your analysis and reflection on your observations will be included in required journal entries and sections of the work sample.

10. Participation in the Field: Participate in the classroom by providing assistance to individual
and/or small groups of students, creating instructional materials, learning centers, and bulletin boards; reading to students; leading DOL; giving spelling test; grading papers; assisting with supervision at recess; etc. Your goal should be to get involved as much as possible in many different types of activities. **Ask your teacher what he/she would like for you to do.** It’s important that you **show initiative** instead of waiting to be asked to do something.

11. **Initial Teaching in the Field:** During the second and third weeks in the field, teach 2-3 brief lessons or parts of lessons using the teacher’s plans or ideas from the teacher’s manual.

12. **Teaching Units:** Teach a total of at least 30 lessons. All lessons **must be approved** by the classroom teacher and the university supervisor **prior to your teaching.** Lessons must be submitted for approval at least 2 days in advance. The classroom teacher or university supervisor may request that these lesson plans be submitted more that 3 days in advance. **FAILURE TO ADHERE TO THIS REQUIREMENT WILL RESULT IN AN UNSATISFACTORY GRADE FOR THE COURSE OR ADDITIONAL WEEKS OF TEACHING.** Each lesson plan must follow the Curriculum and Instruction Department Lesson Plan format.

**Within these 30 lessons, each of the following requirements must be met:**
A. Teach at least 5 social studies lessons
B. Teach at least 5 science lessons
C. Teach at least 5 math lessons
D. Teach at least 10 literacy lessons
E. Teach at least 1 health lesson focusing on an important health issue
F. Teach 4 additional lessons from any of the content areas (These 4 lessons may be in the same content area or a combination of content areas.) A-D should be “units” that focus on a concept, topic, text, etc.

**Within the 30 lessons each of the following requirements must also be met; however, these are not additional lessons beyond the required 30.**
A. Teach at least 5 lessons integrating instruction in at least 2 content areas.
   (1) This may be an integrated “unit” at least 5 days in length; or
   (2) Five (5) individual lessons that integrated two or more content areas. These may be used within a science, math, social studies, or literacy unit or part of an integrated unit.
B. Teach at least 3 lessons in which you introduce a writing skill, technique, format, etc. These may be used within a science, math, social studies, or literacy unit or part of an integrated unit.
C. Teach **at least** ONE literacy lesson that focuses on a comprehension strategy.

13. **Work Sample:** This work sample will document your teaching and student learning in **math.** At least 5 **math** lessons must be included in the work sample. Note: The lessons required for the work sample are included in total of 30 lesson plans. These are not additional lesson plans beyond the 30 outlined in #13 above. See **Appendix B** for specific requirements and directions for creating the work sample. **The final copy of the work sample must be submitted within TWO WEEKS following the completion of the unit.** If you finish teaching the lessons for your work sample during the last two weeks in the classroom, we will discuss your work
sample due date. DO NOT LEAVE YOUR WORK SAMPLE UNTIL THE LAST WEEK OF TEACHING!!

14. Videotaping: Videotape one lesson during your first unit of teaching. Watch the videotape and analyze your teaching and interactions with students using the guide in Appendix C. Submit your videotape and the videotape analysis to your instructor during the week of February 21. This analysis serves as the reflection on teaching for that lesson. You may be asked to videotape additional lessons.

15. Binder: Maintain an up-to-date record of your ELED 470 experience using a 3-ring binder. You must have this binder along with a copy of your lesson plan out and ready for your professor when they visit your classroom to observe your teaching. The following tabbed dividers with the following headings must be included in the binder:
   A. Syllabus, Course Information, and Time Log: Keep all course information in this section. The time log should be maintained throughout the semester (separate time log for each teacher you work with). Two copies of the completed time log should be included when the binder is submitted at the end of the semester. One time log copy will be kept by the professor and one will be submitted to the department for teacher tuition waivers.
   B. Evaluations of Teaching: Include your copy of each of the formative evaluations of teaching completed by the classroom teacher and the university supervisor. Also include your copy and the original copy of the classroom teacher’s summative evaluation. The original will be placed in your file in the student teaching office.
   C. Journal: You will reflect on your observations of students, your observations of teaching and learning, your participation in the classroom.
   D. Lesson Plans and Reflections on Teaching: Please pencil in changes that you make in your lesson plans as you prepare to teach them. Your reflection on teaching should follow each lesson plan. This section should be organized chronologically.

Your work sample binder should be used while you are teaching the lessons included in that unit.

16. Conferences: Individual conferences with the university instructor will be scheduled weekly. You should bring your binder with you to this meeting as well as lesson plans and any questions you may have.

17. Final Seminar and Exit Meeting: We will meet one more time as a group for our final seminar during the week of May 2-6 (time and location will be announced later in the semester) and then individually with the instructor during Final Exam Week to discuss your progress as a beginning teacher. You must turn in your binder and other course paper work at least 24 hours prior to this meeting. Failure to complete the exit interview will result in an “unsatisfactory” for the course.

COURSE EVALUATION:
ELED 470 is evaluated as Satisfactory or Unsatisfactory. To receive a “Satisfactory” evaluation each of the above requirements must be completed in a manner that reflects your ability to “Meet” or “Meet at
an Advanced Level” the criteria for the requirement. You must also receive an overall rating of “Meets” or “Meets at an Advanced Level” on the summative evaluation of your teaching. Students who earn several “Needs Improvement” or “Below Expectations” on the Summative Evaluation form may receive an “Incomplete” or “Unsatisfactory” grade for the course. Your teaching and planning will be carefully evaluated to insure that you are prepared for the student teaching.

The following forms of evaluation will be used to determine the course grade:

1. **Cooperating Teacher**
   - A. Daily informal feedback on teaching
   - B. Four “Formative Evaluations” (one for science, literacy, math, and social studies).
     
     **It is your responsibility to submit a copy of each of these evaluations to the instructor as soon as it is completed by the cooperating teacher.**
   - C. One “Summative Evaluation”

2. **University Supervisor**
   - A. Journal entries, including the self-analysis of the videotape
   - B. Work Sample
   - C. Lesson Plans and Reflections
   - D. Two “Formative Evaluations” and a “Summative Evaluation” of teaching
   - E. Completion of all requirements by stated due dates.

Difficulties in meeting ELED 470 requirements will be noted in conferences, written evaluations, completed evaluation forms, and in letters of concern placed in your file.

**Students’ rights and responsibilities should be reviewed on the following website:** http://www.wiu.edu/provost/students/ In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedure to follow in such an emergency. Contact Disability Services at 298-2512 for additional services. Other resources available include: Academic Integrity Policy (http://www.wiu.edu/policies/acintegrity/php)

Counseling Services at (309) 298-2453 Student Services at (309) 298-1814 Student Writing Center at www.wiu.edu/UWC

**Teacher Candidate Dispositions are available on Western Online within this course section or at http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf**

**WESTERN ILLINOIS UNIVERSITY**

**Position on Physical Restraint and Crisis Intervention**

The Western Illinois University Teacher Education Program hold the position that no WIU student completing field experience, including student teaching, be asked to use or engage in the use of physical restraint on any child or youth at any time during the field experience. WIU students have not been trained in the use of physical restraint techniques.

Western Illinois University requires that no WIU students be left alone in dangerous or potentially dangerous situations. All students should receive, on the first day of their field experience, written statements of the crisis intervention plans of the school and classroom and procedures related to aggressive student behavior.
If a WIU student should find him/herself in a situation which presents danger to self or others, the student should:
1. Take steps to protect his/her personal safety and the safety of others.
2. Immediately contact a teacher, administrator, and/or school security guard.

**Policy on the use of cell phones and camera phones during any field experience/seminars:**
Students should not have their phones "out" OR visible during any field experience or class seminars. All phones should be on "silent" or "off" while in the building or on the playground. No pictures may be taken of any student without receiving permission from cooperating teacher and parents to do so.