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.

Field Supervisors:

David DeVries  
Office: HH 91  
Phone: 298-1688  
Email: DB-DeVries@wiu.edu

Virginia Kessler  
Office: HH 91  
Phone: 298-2144  
Email: VA-Kessler@wiu.edu

Tammy La Prad  
Office: HH 91  
Phone: 298-2837  
Email: T-LaPrad@wiu.edu

Prerequisites:

Students enrolled in EIS 303 must have completed EIS 301 with a grade of C or higher and have a cumulative GPA and major GPA of 2.5 or higher - depending on major. Teacher education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by the University Teacher Education Program. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation through the Center for the Preparation of Education Professionals. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, Director of Advising -- 298-2117.

Western Online: Given that WesternOnline is your primary means of communication and access to coursework, you are expected to login to WesternOnline at least every other day. Access WesternOnline by following the WEBTOOLS link on the WIU homepage.

Goals: EIS 303 will contribute to the ability of students to practice and apply Illinois Professional Teaching Standards by completing at least 35 or more hours and no less than 5 weeks of on-site field experience. Refer to the following pages for specific directions. A grade of C or higher is required to satisfactorily complete the course. A grade of C- or below does NOT satisfy this requirement.

Course Objectives: The EIS 303 student will:

Correctly construct lesson plans that address Illinois Learning Standards.
Teach lesson plans effectively.

Devise and utilize appropriate, original instructional materials to facilitate learning.

Construct, administer, and evaluate tests and other assessment tools.

Respond to classroom situations, students, and mentor teacher in a constructive, positive and professional manner.

Reflectively analyze and apply course content and theory to the planning, teaching, and learning process.

**Seminar Attendance Policy**

- Seminars are mandatory. Attendance at seminars is a portion of your grade and will be reflected in your field supervisor’s evaluation. Failure to attend any seminar can result in 12 points being deducted from your grade.
- Placement information will be given only after the 6 seminars have been completed.
- Any person missing a seminar will be required to makeup that session and submit a written assignment; however, makeup seminars do not count toward attendance points.

**Center for the Preparation of Education Professionals Absence Policy**

-**Note: students are responsible for transportation to and from their assigned school on a daily basis.**

Teacher candidates must attend each field experience as scheduled by the field supervisor. The Center for the Preparation of Education Professionals has a no tolerance policy for teacher candidates who fail to report to schools as assigned, without prior approved notification. If an emergency arises the teacher candidate is expected to call or e-mail the field supervisor and call the mentor teacher by 8:15 a.m. if an absence cannot be avoided. Documentation of an absence may be required. Those who do not comply with this rule will have their field assignment cancelled and he/she will fail the course. In the event of extenuating circumstances, an undocumented absence may be reviewed by the field supervisor and the director of the Center for the Preparation of Education Professionals at the request of the teacher candidate. In addition, multiple absences approved or not, will result in cancellation of the field assignment and failure in the course.

Students are required to attend their field placement each day that school is in session. Students are required to notify their field supervisor each and every time they miss a day of school. Any days missed for illness, field trips for other classes, conventions, etc. must be reported to and approved by the field supervisor. Your mentor teacher does NOT have the power to grant you approval for missing a day of school. ALL arranged absences need approval of your field supervisor.

**Submission of Assignments:**

No late assignments will be accepted after due date. It is the responsibility of the student to check that online submissions have been posted correctly.

Hand delivered assignments must be received before 4:30, since HH 91 offices close at 4:30 p.m. Electronic delivery must be posted by 11:55 p.m. It is the student’s responsibility to verify that electronic files have been submitted correctly before the deadline.
Lesson Plans and Lesson Plan Conference

• Your initial preparatory lesson plan will be submitted on the date of our last seminar. The lesson plan will be evaluated and a grade assigned. After a conference with your supervisor, you will have an opportunity to revise that lesson plan for up to ½ the missed points.

• The two lesson plans you use to teach during your two observations will also be graded. Those lesson plans with all attachments and necessary supplemental and evaluation materials should be on the desk where your supervisor will sit during the observation.

• During this field experience, first experience EIS 303 students are expected to construct and teach four lesson plans

• All lesson plans must be submitted and reviewed with mentor teacher two class periods in advance of teaching. Mentor teachers will be asked to verify these submissions during their evaluation.

• Using the approved template and grading rubric (see WesternOnline Resources for downloadable, editable template), construct four or seven lesson plans. Lesson plans must be comprehensive and written in a professional manner.

• Lesson plans must include all instructional, supplemental, and evaluation materials used in/related to the lesson. If you scan a document, save it as a .jpeg file and submit it electronically in the appropriate place on WesternOnline.

• Do not schedule an observation for a day when you will spend twenty minutes or more on a lecture, review, test, video, research, group project, game, etc. We expect a variety of instructional methods in each lesson plan.

• A link to the Illinois Learning Standards, a required component of all lesson plans, can be found in the WesternOnline Resources section.

Observations

• Your Field Supervisor will observe you teaching at least twice. We strongly suggest that you look at the Field Supervisor’s observation grading checklist so that you know exactly what we are looking for. See WesternOnline Resources to download a copy of that checklist. This is a graded element to give your feedback on your delivery and classroom management skills.

• On both dates of observations, students must have a hard copy of the day’s lesson plan with all attachments, supplemental and evaluation materials ready for the Field Supervisor. That lesson plan will be graded.

• Contact Supervisor by WesternOnline email or phone to make the appointment for the Supervisor to observe your class. Remember that your supervisor has many students to visit. Plan ahead.

• Your first observation should take place or be scheduled during the third or fourth week of your field experience. Students are required to contact their supervisor if this is not possible.

• Do not schedule an observation for a day when you will spend twenty minutes or more on a lecture, review, test, video, research, group project, game, etc. We expect a variety of instructional methods in each lesson plan.

Other:
• Additional informal observations, evaluations, and conferences will take place at the instructor’s discretion.
• All evaluation tools are available for review on the WesternOnline site.
• **Evaluation by the Mentor Teacher.** Students may review the evaluation with your field supervisor and request that it be submitted to your placement file. A minimum of four lesson plans for EIS 303 students must be submitted to the classroom teacher. **Overall evaluation by Field Supervisor.** Your Field Supervisor will evaluate your entire field experience.
• Additional professional expectations of students participating in the EIS 303 course can be found at http://www.wiu.edu/CPEP/dispositions.html

### DUE DATES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Weekly journals</td>
<td>Western Online: Weekly journals are due Sunday evenings before 11:55 p.m. each week once you begin your participation in school</td>
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<tr>
<td>Lesson plan objectives, assessment, rationale, and standards</td>
<td>On or before January 20 at seminar</td>
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<td>Reflection 1</td>
<td>On or before January 23 at 11:55 p.m.</td>
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<tr>
<td>Seminar Lesson Plan submitted</td>
<td>On or before January 27 at seminar</td>
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<tr>
<td>Mentor teacher signature sheet returned</td>
<td>On or before February 21 at 4:30</td>
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<td>Revised Lesson Plan returned to Field Supervisor</td>
<td>On or before March 6 at 11:55 p.m.</td>
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<tr>
<td>Contextual Factors Assignment</td>
<td>On or before March 11 at 11:55 p.m.</td>
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<td>Time sheet 1 returned to Field Supervisor</td>
<td>On or before March 27 at 11:55 p.m.</td>
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<td>Lesson Analysis Assignment</td>
<td>On or before April 10 at 11:55 p.m.</td>
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<td>Reflection 2</td>
<td>On or before April 15 at 4:30</td>
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<td>2 observations</td>
<td>On or before May 6 at 4:30</td>
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<tr>
<td>2 lesson plans</td>
<td>Final Time Sheet returned to Field Supervisor (4 points may be deducted for failure to submit by deadline.)</td>
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<td>Final conference</td>
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Grading:
*A grade of C or higher is required to satisfactorily complete the course. A grade of C- or below does NOT satisfy this requirement.

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<td>Observations (2)</td>
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<td>Final Evaluation</td>
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<tr>
<th>Point Total</th>
<th>Grade / Percentage</th>
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<td>A  100%-94%</td>
</tr>
<tr>
<td>396-387</td>
<td>A-  93%-92%</td>
</tr>
<tr>
<td>386-378</td>
<td>B+  91%-90%</td>
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<td>357-348</td>
<td>B-  84%-83%</td>
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<tr>
<td>356-337</td>
<td>C+  82%-80%</td>
</tr>
<tr>
<td>336-316</td>
<td>C   79%-75%</td>
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<tr>
<td>317-303</td>
<td>C-*  74%-72%</td>
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<td>266-257</td>
<td>D-*  63%-61%</td>
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<td>0-256</td>
<td>F*   60%-0%</td>
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</tbody>
</table>

WIU Academic Dishonesty Policy is in effect. For further information on our academic integrity policy, please go to http://www.wiu.edu/policies/acintegrity.php

Weather conditions
- When weather conditions are questionable, call your school or mentor teacher, or listen to area TV and local radio stations for announcement of closings, late starts, or early dismissals.

Position on Physical Restraint and Crisis Intervention
The Western Illinois University Teacher Education Program holds the position that no WIU student completing field experiences, including student teaching, be asked to use or engage in the use of physical restraint on any child or youth at any time during their field experience. WIU students have not been trained in the use of physical restraint techniques. Western Illinois University requires that no WIU student 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 student should find him/herself in a situation, which presents danger to self or others, the student should:
  - Take steps to protect his/her personal safety and the safety of others.
  - Immediately contact a teacher, administrator, and/or school security guard.

Student Rights and Responsibilities:
See: 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 the proper 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 procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.
To: Mentor Teacher  
Cc: Teacher Candidate  

Performance Guidelines for E.I.S. 303  

Thank you for agreeing to mentor a WIU student in your classroom this semester. Students enrolled in EIS 303 are completing a practicum field experience prior to student teaching. It is our goal to give them beginning experiences in the classroom that will prepare them to be successful student teachers.

Mentor Teacher Suggested Responsibilities:

Please introduce your WIU student to your class the first day he or she attends. Introduce him or her as a student teacher or a block student teacher.

Review your expectations with the teacher candidate. Discuss the schools and your own classroom management policies and what and how you expect him/her to handle situations. Have the teacher candidate review student and teacher handbooks.

As soon as possible, but certainly before your WIU student teaches a lesson, give him or her short tasks in front of your classroom. These can be activities from your lessons that you assign to your WIU student. Here are some possibilities:

 Take attendance
 Hand out and/or collect papers
 Give directions for one of your assignments
 Go over answers to a quiz or an assignment
 Lead a short discussion
 Create and deliver a short activity to go with one of your lessons
 Tutor an individual or small group
 Read announcements

Provide an opportunity early in the experience for the teacher candidate to teach a 15-20 minute portion of a lesson.

Provide feedback and constructive criticism so that the candidate teacher can grow as a teacher.

Provide an opportunity for the teacher candidate to develop and teach a chapter or unit of three or more days with his/her own lesson plans, instructional materials, evaluation tools, etc.

Respond with short comments to field supervisor’s informal e-mails concerning the candidate teacher’s progress.

A WIU field supervisor will visit our WIU teacher candidates for observations at least twice. We would like to have the first observation during the third or fourth week if that is possible with your schedule.

During one of our visits, you will be given an evaluation and asked to rate your student’s field experience. In that evaluation, you will be asked whether or not your student gave you the required number of lesson plans. Complete the final evaluation and review it with the teacher candidate. Keep a copy for your records and mail a copy before the date requested.

We expect professional attitude and dress from our WIU students at all times. Please let us know if you have any concerns. We don’t know everything that happens when our students are in the field. Communication is important. Please contact us if you have a question or problem.
WIU students are required to be in your classroom every day that your school is in session and WIU is in session. **Please contact us if your student is absent.** Also, students are expected to attend the assigned class for the required number of hours.

Your student has been assigned to teach either at least 4 or 7 lessons depending upon whether he or she is a first experience student or a second experience student. These lesson topics are lessons assigned by you. You can let the WIU student pick a topic if you choose, but that is up to you. We want our students to fit into your classroom and your scheduled units of study. **We do NOT expect you to let the WIU students pick the topics and dates of those lessons.**

We require very detailed lesson plans from these beginning teachers. We have told them that it is unlikely that they will ever write lesson plans such as these once they become teachers and it is very unlikely that their mentor teachers write lesson plans such as these. We feel it is necessary for our students to think through all these steps very carefully in planning their first lessons. These detailed lesson plans also allow you and us to see their planning process. Expect your student to submit these detailed lesson plans to you **two days** before he or she teaches the lesson.

It is our goal for these minimum requirements to form the common base for each student's field experience with the remainder of the field experience being tailored to your classroom's needs. Involvement in a variety of activities will enhance the experience for our students and hopefully be of assistance to you. We sincerely appreciate your sharing of teaching expertise with our students in preparing them as future educators. Our WIU students speak highly of the area schools and the experiences they have had in the field with their mentor teachers. We thank you for allowing us this opportunity in your classroom. Have a great mentoring experience!
EIS 303 ASSIGNMENTS

Weekly Journal Entries

Once you have started attending school at your placement site, you are required to submit weekly online journals detailing the specifics of your participation for each week. Access this journal site on WesternOnline. Weekly journals are due at 11:55 p.m. each Sunday during your participation.

Answer the following questions for your journal entry. One word or short answers are encouraged for all answers except the last one, but feel free to elaborate when necessary.

1. How many days this week did you attend school? If your answer is not 5, explain.
2. How many days did you observe?
3. How many days did you assist?
4. How many days did you teach?
5. How many lesson plans did you show to your mentor teacher?
6. How many days do you anticipate teaching next week? Which days?
7. Give a brief (3 or 4 sentence) summary of your week in the classroom. Focus also on what you learned this week about becoming an effective teacher.
8. Are there any problems or concerns that I should know about or that I can help you with?
REFLECTION ONE

Submit this assignment as a Microsoft Word file on WesternOnline. This assignment is due on or before Sunday, January 23 at 11:55 p.m.

EIS 303 Reflection One – My pedagogy

You have taken the time to complete a graphic organizer designed to help you define and clarify your pedagogy, or practice of teaching. Use this organizer as a prewriting activity to create a reflection paper and include it when submitting your paper. Begin your paper by actively engaging a reflection of your successful educational experiences. Then move into questions of the pedagogy that you are developing. Be sure to actively analyze throughout this reflection, rather than simply recording observations. In addition, make connections to larger educational issues of student learning and achievement. Your paper should be organized around the following questions:

Think back on your own educational experiences. What were the most fulfilling experiences you had in a teacher’s classroom? Why do these experiences stand out in your mind? How do these experiences shape your own understanding of pedagogy?
What is your definition of pedagogy as it relates to you?
What does it mean to teach and teach effectively?
What will your classroom look like and feel like? **Why?**
  - How will you accomplish this?
  - Specifically, what steps will you take to create this kind of classroom?
What will be the results of creating this kind of classroom?
What will be the long term impact on students?
**Why** is it important to teach in the way that you have outlined?
What resources will you need, both material and non-material to accomplish your goals?
**This paper must be 3-5 pages in length.**

Spring 2011
Seminar Lesson Plan Assignment

You will be assigned a topic for your first lesson plan. Prepare the lesson plan using the lesson plan template found on WesternOnline. Make sure you check the lesson plan grading rubric.

You will submit your completed lesson plan at our last seminar on Thursday, January 27. Bring a hard copy of your lesson plan and all accompanying, supplemental, and evaluation materials to that seminar. (5 points) REMEMBER - NO LATE ASSIGNMENTS will be accepted.

Once you have been assigned a supervisor, your lesson plan will be evaluated and a grade assigned. You will schedule a conference with your supervisor to review that lesson plan. After the conference, you will have an opportunity to revise that lesson plan for additional points and receive up to ½ of missed points. This conference must take place on or before February 21 at 4:30.

You will return your revised lesson plan to your field supervisor on or before February 21 at 4:30 p.m.

Your specific assignments for lesson plans follow.
Science
You have a grade nine class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is respiration, tsunami, or waves.

English
You have a grade nine class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is short stories (can be a specific short story), subject-verb agreement or persuasive writing.

Math
You have a grade nine class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is circles, fractions or measuring volume.

Music
You have a fifth grade class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is rhythm, dynamics or reading music.

Foreign Language
You have a grade nine class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is verb conjugation, culture of the target language or vocabulary.

History
You have a grade nine class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is the Bill of Rights, the Civil War, or the civil rights movement of the 1960’s.

Art
You have a grade nine class that lasts for 50 minutes. Using the template on WesternOnline, create a one day lesson plan. Your general topic is art history- surrealism or drawing techniques.

Contextual Factors
Western Teacher Work Sample Assignment for EIS 303

Submit this assignment as a Microsoft Word file under the appropriate heading on the ASSIGNMENTS section of WesternOnline. This assignment is due on or before Sunday, March 6 at 11:55 p.m.
Assignment needs to be 3-5 pages in length and includes three pieces of data from the Illinois School Report Card for your district.

Definition: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives and benchmarks and plan instruction and assessment informed by their understanding of relevant major schools of thought.

Task 1.1: Describe community, district and school factors that may impact student learning
• What type of geographic community (e.g., rural, urban, suburban, etc.) does the school primarily serve?
• What type of social community (e.g., working class, farm, middle-class, etc.) does the school primarily serve?
• In what type (e.g., small, large; regular, charter, etc.) of school district is the school embedded? How typical, relative to other schools in the district is your school (ethnically, politically, progressive/experimental, etc.)?
• What are the specific characteristics of the school itself (e.g., age of the building, number of classrooms, typical classroom size, etc.)?
Identify and discuss the instructional implications of one or more contextual factors identified above.

Task 1.2: Describe classroom factors that may impact student learning
• What grade level is your classroom?
• Where in the building is your classroom located and what are the chief characteristics of the classroom space?
• Define and discuss the classroom atmosphere (e.g., bright and colorful, noisy, quiet, etc.).
• What is the classroom management system? (e.g., procedures, rules, routines, etc. For more examples see Wong & Wong, unit on classroom management)
• Is this a single teacher classroom? Are any teaching aides or assistants present?
• Are any new initiatives or curriculum changes (e.g., RTI, differentiated instruction, block scheduling, etc.) impacting your classroom?

Identify and discuss the instructional implications of one or more contextual factors identified above.

Task 1.3: Describe student characteristics that may impact student learning
• How many students are there? What is their ethnic, gender, linguistic, etc., composition?
• Are there any students needing special accommodations? If so, what are those accommodations?
• What developmental level(s) (developmental stages, skill level, etc.) is/are represented?
• Identify and discuss all groups, if any, in your classroom in terms of ability, motivation, etc.?

Identify and discuss the instructional implications of one or more contextual factors identified above.
Submit this assignment as a Microsoft Word file under the appropriate heading on the ASSIGNMENTS section of WesternOnline. This assignment is due on or before Sunday, March 27 at 11:55 p.m. Assignment needs to be 3-5 pages in length.

Analyze in detail one objective as it relates to lesson(s) that you taught.

Learning Objectives and Benchmarks: The teacher candidate sets significant, challenging, varied, and appropriate learning objectives and benchmarks.

Task 1: List the benchmark(s) from the Illinois Learning Standards that your objective is designed to address.

Task 2: State objective based on the identified benchmarks from the Illinois Learning Standards.

Assessment Plan The teacher candidate uses multiple assessment modes and approaches to assess student learning before, during, and after instruction.

Task 3: Provide a rationale for your assessment and consider how it reflects an accurate, consistent, and fair evaluation of student learning.

Task 4: EIS 303: Describe and include a copy of your assessment for the objective.

Design for Instruction Definition: Based upon previously identified benchmarks, objectives, and assessment(s), the teacher candidate designs a unit of instruction targeted at student needs and characteristics (including behaviors) specific to the learning context.

Task 5: Describe the instructional methods and technologies you used in your lesson(s).

- Be sure to attach lesson plan

Task 6: Address relevant student behavior, classroom management, and accommodations for individual learners.
Analysis and Interpretation of Student Learning and Performance The teacher candidate uses assessment data collected from all students in the class to analyze student learning and performance and communicate this information about student progress and achievement.

Task 7: Describe the results of student learning and performance, using visual representations and narrative, based on your assessments.

- EIS 303: Provide individual visual representation of the post-assessment for the objective.
- Provide one or more examples of the learning objective where the students were most successful and utilize your data to explain why.
  - Describe the example from your assessment. Why were the students successful? What instructional strategies did you use that were effective (class management, clear and concise directions, procedures, assessment format)? What additional strategies could you use to further student success?
- Provide one or more examples of the learning objective where the students were least successful and utilize your data to explain why.
  - Describe the example from your assessment. Why were students unsuccessful? What instructional strategies did you use that were ineffective (class management, clear and concise directions, procedures, assessment format)? What specifically would you do differently to improve student outcomes? What specific instructional strategies could you have used to achieve positive student outcomes?

Task 8: Analyze all student data to explain progress and achievement toward lesson objectives and ILS benchmarks.

Task 9: Based on your analysis, what would you do differently to improve student outcomes? What other instructional strategies could you have used to achieve positive student outcomes?
REFLECTION TWO

Submit this assignment as a Microsoft Word file on WesternOnline. This assignment is due on or before Sunday, April 10 at 11:55 p.m.

EIS 303 Reflection Two – Looking Back, Looking Forward

• Look back over this experience – describe your highs and lows.
• What was the most valuable aspect of this experience? Why was it valuable?
• What strengths do you see in yourself that will make you a successful teacher? What limitations must you work around?
• Find out how your mentor teacher goes about organizing and establishing their classroom management system at the start of the school year. What do you notice about the effectiveness of these strategies?
• Discuss the effectiveness of your classroom management strategies and your plans for the management of your future classroom.
• To what extent have you felt properly prepared for this block experience?
• Review the pedagogy paper you wrote for reflection one. What elements of your pedagogy have changed? Why?
• Assignment needs to be 3-5 pages in length.
**STUDENT TIME SHEET**

In the event that you are not finished with your field experience before the due date, you must turn in this time sheet by that due date to get credit. Continue recording your hours on the additional time sheet that follows.

Name __________________________________________   Scheduled Days ______________________________

Dates ___________________________________________________________________________________

Scheduled Times _______________________________________

Classroom Mentor Teacher __________________________ School ________________________________

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<th>Time Out</th>
<th>Period/Hours</th>
<th>Involvement*</th>
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Total Hours/Periods___________   Total Hours/Periods___________

Count 1 hour for a 40-60 minute period; count 2 hours for an 80-90 minute period (block schedule).
Count only your assigned period.

Mentor Teacher’s Signature ______________________________________

Student’s Signature _____________________________________________

This midterm time sheet should be turned into your WIU Supervisor on or before March 11 at 4:30. Put the total number of hours completed to this point on the final time sheet before you turn in this one.
*Observed, assisted, taught, in charge.

**STUDENT TIME SHEET**

In the event that you are not finished with your field experience before the due date, you must turn in this time sheet by that due date to get credit. Continue recording your hours on the additional time sheet that follows.

Name __________________________________________

Scheduled Days ____________________________________

Dates ___________________________________________

Scheduled Times _________________________________

Classroom Mentor Teacher________________________

School _________________________________________

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Total Hours/Periods______________  Total Hours/Periods______________

Count 1 hour for a 40-60 minute period; count 2 hours for an 80-90 minute period (block schedule).
Count only your assigned period.

Mentor Teacher’s Signature _______________________________________

Student's Signature _____________________________________________

This time final sheet should be turned into your WIU Supervisor on or before May 6 at 4:30.

*Observed, assisted, taught, in charge.
STUDENT TIME SHEET
In the event that you are not finished with your field experience before the due date, you must turn in this time sheet by that due date to get credit. Continue recording your hours on the additional time sheet that follows.

Name __________________________________________  Scheduled Days ______________________________

Dates ______________________________  Scheduled Times _____________________________

Classroom Mentor Teacher______________________  School ___________________________________

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Total Hours/Periods___________  Total Hours/Periods___________

Count 1 hour for a 40-60 minute period; count 2 hours for an 80-90 minute period (block schedule).
Count only your assigned period.

Mentor Teacher’s Signature ____________________________________

Student’s Signature __________________________________________

This time final sheet should be turned into your WIU Supervisor on or before May 6 at 4:30.

*Observed, assisted, taught, in charge.
**Syllabus**
- EIS 303 students should discuss the syllabus requirements with their mentor teacher. Mentor teachers may request a copy of that syllabus.

**Attendance**
- EIS 303 students are required to attend school every day for the arranged class. Students are required to contact their field supervisor and mentor teacher by 8:15 a.m. if an emergency arises and that student will be absent for a day. Students are not to arrange alternative schedules for participation.
- WIU students may not be in attendance at schools on March 14-18.

**Teaching requirement**
- EIS 303 students must teach at least 4 lessons.

**Lesson plans**
- EIS 303 students are required to submit lesson plans to the mentor teacher two days BEFORE lessons are taught.

**Learning styles**
- As part of the requirements for this course, the WIU supervisors will be looking for evidence that EIS 303 students adequately address various learning styles. Each lesson should include more than one method of instruction.

**Professionalism**
- EIS 303 students are expected to display professional behavior and dress at all times.

**Supervisor visits**
- WIU supervisor will visit at least twice.

**Evaluation**
- The mentor teacher will receive the final evaluation during the WIU supervisor’s second visit. As part of that evaluation, the mentor teacher will be asked to verify that the EIS 303 student has submitted the 4 or 7 required lesson plans to the mentor teacher.

**Other**
- Mentor teachers and EIS 303 students are encouraged to contact the WIU supervisors if any questions or concerns arise.

My mentor teacher and I have discussed the following requirements of this field experience:

______________________________
Mentor Teacher Signature

______________________________
Mentor Teacher’s Email Address

______________________________
EIS 303 Student Signature
Copy for EIS 303 Student.

EIS 303 Field Experience

Syllabus
- EIS 303 students should discuss the syllabus requirements with their mentor teacher. Mentor teachers may request a copy of that syllabus.

Attendance
- EIS 303 students are required to attend school every day for the arranged class. Students are required to contact their field supervisor and mentor teacher by 8:15 a.m. if an emergency arises and that student will be absent for a day. Students are not to arrange alternative schedules for participation.
- WIU students may not be in attendance at schools on March 14-18.

Teaching requirement
- EIS 303 students must teach at least 4 lessons.

Lesson plans
- EIS 303 students are required to submit lesson plans to the mentor teacher 2 days BEFORE lessons are taught.

Learning styles
- As part of the requirements for this course, the WIU supervisors will be looking for evidence that EIS 303 students adequately address various learning styles. Each lesson should include more than one method of instruction.

Professionalism
- EIS 303 students are expected to display professional behavior and dress at all times.

Supervisor visits
- WIU supervisor will visit at least twice.

Evaluation
- The mentor teacher will receive the final evaluation during the WIU supervisor’s second visit. As part of that evaluation, the mentor teacher will be asked to verify that the EIS 303 student has submitted the 4 or 7 required lesson plans to the mentor teacher.

Other
- Mentor teachers and EIS 303 students are encouraged to contact the WIU supervisors if any questions or concerns arise.

My mentor teacher and I have discussed the following requirements of this field experience:

__________________________
Mentor Teacher Signature

__________________________
Mentor Teacher’s Email Address

__________________________
EIS 303 or 304 Student Signature
Copy for Mentor Teacher.

EIS 303 Field Experience

Syllabus
- EIS 303 students should discuss the syllabus requirements with their mentor teacher. Mentor teachers may request a copy of that syllabus.

Attendance
- EIS 303 students are required to attend school every day for the arranged class. Students are required to contact their field supervisor and mentor teacher by 8:15 a.m. if an emergency arises and that student will be absent for a day. Students are not to arrange alternative schedules for participation.
- WIU students may not be in attendance at schools on March 14-18.

Teaching requirement
- EIS 303 students must teach at least 4 lessons.

Lesson plans
- EIS 303 students are required to submit lessons plans to the mentor teacher two days BEFORE lessons are taught.

Learning styles
- As part of the requirements for this course, the WIU supervisors will be looking for evidence that EIS 303 students adequately address various learning styles. Each lesson should include more than one method of instruction.

Professionalism
- EIS 303 students are expected to display professional behavior and dress at all times.

Supervisor visits
- WIU supervisor will visit at least twice.

Evaluation
- The mentor teacher will receive the final evaluation during the WIU supervisor’s second visit. As part of that evaluation, the mentor teacher will be asked to verify that the EIS 303 student has submitted the 4 or 7 required lesson plans to the mentor teacher.

Other
- Mentor teachers and EIS 303 students are encouraged to contact the WIU supervisors if any questions or concerns arise.

My mentor teacher and I have discussed the following requirements of this field experience:

________________________________________
Mentor Teacher Signature

________________________________________
Mentor Teacher’s Email Address

________________________________________
EIS 303 Student Signature