Early Childhood, Elementary and Middle Level Education Department ELE 3250: Early Childhood Curriculum, Methods, and Assessment in the Primary Grades (K-3)

Instructor: Dana Stodden

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Office Hours: Monday and Wednesday 9:00-10:00 p.m. and

Tuesday and Thursday 10:00-11:00 a.m. or by appointment.

Phone: Office: 581-7900

Class Meetings: We will be meeting in Buzzard Hall room 1302 at 8:00 - 9:40 a.m

Field Experience Dates: Tentatively set to begin October 21 –November 15. Need a minimum of 45 hours and required to be in the classrooms EACH MORNING from 7:50-11:00.

Field Experience Notebooks and Professional Portfolio due: December 3, 2013

Lesson Plan and Live Text for formal evaluation due: Hardcopy of Lesson to be evaluated due on the day of the formal evaluation and submitted on LiveText by Midnight on the day of formal evaluation.

Final Journal Reflection due: By Midnight November 15- Last day of Practicum to LiveText

Portfolio/ Field Experience Notebook Appointments: December 3 and December 5

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Course Description: This course introduces teacher candidates to early childhood education in the primary grades. Content includes research-based teaching methods coupled with effective instructional theory and developmental considerations in designing curriculum for teaching young children. Teacher candidates will develop, plan, and implement lessons specific to areas of learning, assessing children's learning, and collaborating with families and the community. A minimum of 45 clock hours of field experience in early childhood primary grades is required.

Prerequisites & Concurrent Enrollment: Prerequisites for this course are ELE 3225 and ELE 4775 or permission of department chair. University Teacher Education and department requirements for enrollment must be met.

Co-requisites (course(s) which MUST be taken concurrently with this one): ELE 3281

Course Purpose: The purpose of this course is to provide proven teaching methods coupled with effective instructional theory, best practice, to pre-service teachers. This course is designed specifically to meet Illinois State Board of Education requirements for Early Childhood Certification. This course will orient students to theories, research, and practical ideas that will form the foundation of early childhood education and will also serve as a foundation for higher level methods courses.

Course Textbooks:

Feeney, S., Moravcik, E. & Nolte, S. (2013). Who am I in the lives of children? An introduction to early childhood education (9th ed.). Upper Saddle River, NJ: Pearson.

Supplemental Materials:

Live Text Account Professional Portfolio Packet ITC Proficiency Packet

Teaching Model:

The Social Family Models: Building the Learning Community

When we work together, we generate a collective energy that we call synergy. The social models
of teaching are constructed to take advantage of this phenomenon by building learning
communities. Essentially, "classroom management" is a matter of developing cooperative
relationships in the classroom. The development of positive school cultures is a process of

developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Mandatory Requirements: If the portfolio, PDR, ITC proficiency or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards: Course requirements are aligned with the following standards:

- · Illinois Professional Teaching Standards (IPTS) http://www.isbe.net/rules/archive/pdfs/24ark.pdf
- · Association for Childhood Education International (ACEI)

http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676

· National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%2 OStandards%203 2012.pdf

· Illinois Social Emotional Learning Standards (SEL)

http://www.isbe.net/ils/social_emotional/standards.htm

· Eastern Illinois University Professional Dispositions

http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

Outcomes specific to ELE 3250:

Teacher candidates enrolled in this course will:

- 1. Develop and display professional behavior during course and field experiences that reflects professional teacher dispositions.
- **2.** Apply Common Core Standards in the design of lesson plans and learning centers.
- **3.** Use current technologies to design and implement individual, small group, and whole class learning activities.
- **4.** Investigate, analyze and develop lesson plans using research-based and developmentally-appropriate best practices.
- 5. Observe, analyze and apply techniques to provide an effective learning environment.
- **6.** Analyze lesson plans and student work samples as a means to reflect on practice to improve self-efficacy.
- 7. Apply appropriate content knowledge in a variety of educational situations.

Course Requirements	Demonstrated Competencies	Aligned Standards
Planning/Departm ent Lesson Plan	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, assessment of children's prior knowledge, implementation of cooperative learning, and appropriate assessments and follow-up. Focus is on differentiated	IPTS: 1A, 1B, 1C,1E, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4H, 5A, 5B, 5C, 5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8B, NAEYC: 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1

	curriculum, integrated instruction, and children's academic, behavioral, and cultural diversity.	SELS: 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,2C.5b.,3A.5b., 3B.5b., 3C.5a. Dispositions: PTSL, IWS, EC
Learning Center	Learning Centers will be created to facilitate independent student learning in the classroom and will include a total of two developmentally appropriate activities for reading, and math. These activities must be aligned to the Common Core Standards, be self-correcting, and have directions that are developmentally – appropriate for the child.	IPTS: 1A, 1B, 1C,1E, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4H, 5A, 5B, 5C, 5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8B, NAEYC: 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d ACEI: 1.0, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 SELS: 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. Dispositions: PTSL, SDE, EC, IWS
Journal Article	Research-Based Best Practice: Acquire and analyze a scholarly article about instruction and provide a reflection of its content. Using the research, students will develop a lesson plan that reflects best teaching practice in the primary classroom.	IPTS: 1A, 1B, 1C,1E, 1G, 2A,2C,2D, 2E,2F, 2G, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4H, 5A, 5B, 5C, 5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8B, NAEYC: 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c,6a, 6B, 6c, 6d ACEI: 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1,5.2, SELS: 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. Dispositions: EC, PEP, SDE
Tests and Examinations	Quiz/Test/Examinations: The student will demonstrate his/her knowledge of the course content by appropriately responding to test items that require the application of course information.	IPTS: 1A, 1B, 1C,1E,1F, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4G,4H, 5A, 5B, 5C, 5D,5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8F,8G,9A,9B,9C,9E,9G,9H NAEYC: 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 SELS: 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. Dispositions: EC
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 cooperation with university supervisor, classroom teacher,	IPTS: 1A, 1B, 1C,1E,1F, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4G,4H, 5A, 5B, 5C, 5D,5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8F,8G,9A,9B,9C,9E,9G,9H NAEYC: 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e

	children, and peers. Daily attendance over the course of the 3-4 week practicum experience is required.	ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 SELS: 1A. 5a., 1A.5b.,1B.5a.,1B.5b., 1C.5a., 1C.5b.,2A.5a.,2A.5b.,2B.5a.,2B.5b.,2C.5a.,2C.5a., 2C.5b.,2D.5a.,2D.5b.,3A.5a.,3A.5b., 3B.5b., 3C.5a., 3C.5b Dispositions: IWS, EC, PEP. SDE
Technology	Performance includes research of standards and position statements along with code of ethical conduct and parental involvement according to National Association for the Education of Young Children (NAEYC). Utilizing this information, students will analyze and reflect on resources available by creating a summary paper.	IPTS: 1B, 1C, 1F,2B, 2E, 2F,3A, 3C, 3D, 4F,8A,8E,9A,9B,9D,9E,9F,9G, NAEYC:1a,1b,1c,2a,2b,2c,4a,4b,4c,4d,5a,5b,5c,6 a,6b,6c,6d,6e ACEI: 1.0,5.1,5.2 SELS: Dispositions: IWS, EC, PEP, SDE
Field Experience	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. • Participants will engage in self evaluations as directed by the university supervisor. Participants will study the Core II practicum rubric which the classroom teacher will use to evaluate their practicum performance. Focus is on participants being able to evaluate their teaching effectiveness based upon student products which result from their teaching. • 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 utilize technology products of the classroom and to post online. • 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	IPTS: 1A, 1B, 1C, 1D, 1E, 1F,1G, 1H, 1I, 1J, 1K, 1L, 2D, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 3A,3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3P, 3Q, 4A, 4B, 4C, 4D, 4I, 4J, 4J, 4K, 4L, 4M, 4N, 4O, 4P,4Q,5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H,5I, 5J, 5K, 5L, 5M,5N,50, 5P, 5Q, 5R, 5S, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L,6M,6N, 6O, 6Q, 6R,6S, 7A,7B, 7C,7D, 7E, 7R, 7G, 7I, 7J,7L,7M,7N,7Q,8A,8B, 8D,8H,8J,8L, 8M,8N,8R,8T,9H,9I,9J,9K,9O,9S,9T, NAEYC: 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 SELS: 1A. 5a., 1A.5b.,1B.5a.,1B.5b., 1C.5a., 1C.5b.,2A.5a.,2A.5b.,2B.5a.,2B.5b.,2C.5a.,2C.5a., 2C.5b.,2D.5a.,3C.5b. Dispositions: 1WS, PEP, EC, PTSL, SDE

	be typical of the professional teacher candidate. Focus is on the participants' joy and well-being in the classroom.	
Field Experience Notebook	The students will document their professional growth through the collection and organization of practicum documents and artifacts.	IPTS: 3H, 3I, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 4I, 4J, 4M, 4O, 5I, 5J, 5K, 5M, 5N, 5R, 5S, 7J, 7K,7M, 7O, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 9K, 9N, NAEYC: 2c, 3a, 3b, 3c, 3d, 4b, 4c, 4d, 5a, 5b, 5c, 6d ACEI: 1.0, 2.1, 3.1,3.2,3.3,3.4,3.5, 4.0,5.1, 5.2, SELS: 1B.5b., 1C.5b., Dispositions: IWS, PEP, EC, PTSL, SDE
Professional Portfolio	Collection and organization of artifacts and successful completion of the Professional Development Requirement Sheet to document competencies which are based on the Professional Teaching Standards.	IPTS: 1A, 1B, 1C, 2A, 2C, 2D, 3A, 3E, 3F, 4E, 5B, 5C, 5E, 6H, 7A, 7B, 7G, 7I, 8B, 8D, 9A, 9H NAEYC: 1a, 1c, 2a, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a,5c, 6a, 6c, 6d, ACEI: 1.0, 3.1,3.2,3.3,3.4,3.5,4.0,5.1,5.2 SELS: 1B.5b., 1C.5b., Dispositions: EC, IWS, PEP, PTSL, SDE

Core Assignments	Brief Description	Points/ Due Date	Approximate Weight
Planning Department Lesson Plan	The lesson plan will be designed according to the format established by the EC/ELE/MLE department. Elements of the lesson plan are meant to be adapted for the following strategies: Direct Instruction, Concept Teaching, Cooperative learning, Problem-Based instruction, Classroom Discussion, Inquiry	On-Going Specific Lessons Due Date will be announced in class. 45 pts.	15%
Learning Center	Based on classroom discussion and readings, the students design a learning center for independent student learning in the classroom. The learning center includes a trifold board, one book related to the topic of the learning center, and two developmentally appropriate activities one in reading and one in math. These activities must be aligned to the Common Core Standards, be self-correcting, and have directions at the child's reading level. Students will present a 10 minute overview of their learning center.	Due Oct.15 45 pts.	15%

Journal Article	The article must have been published in a professional reading journal (e.g., Early Childhood Teacher Education) and the topic should relate to early childhood instruction. The typed review is to include the author(s) key points, their application to the course content and the student's critical evaluation of the information. Using the research, students will develop a lesson plan that reflects best teaching practice in the primary classroom.	Due Sept. 24 30 pts.	10%
Tests/Examination	These exams/quizzes consist of multiple measures, including short answer and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	Midterm Oct. 10 45 pts. Final Monday, Dec. 9 8:00-10:00 a.m. 45 pts.	30%
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 cooperation with university supervisor, classroom teacher, children, and peers. Daily attendance over the course of the four-week practicum experience is required.	Ongoing throughout the semester. 15 pts.	5%
Technology	Students will research standards and position statements in addition to information regarding code of ethical conduct and parental involvement according to National Association for the Education of Young Children (NAEYC). Utilizing this information, students will analyze and reflect on resources available by creating a summary paper.	Due Aug.29 15 pts.	5%
Field Experience	Students will complete a minimum of 45 hours during the assigned practicum. Daily attendance over the course of 4 weeks practicum experience is required.		Pass/Fail

Field Experience Notebook and Core Requirements for Field Experience	The collection of practicum artifacts is a means by which the course instructor can become informed about each student's personal and individualized practicum experience. The practicum notebook requires: Log of practicum hours Lesson plan(s) Daily reflections Development of teaching materials Cooperating Teacher's Evaluation Disposition Rubric EIU Supervisor's Evaluation 	Due December 3, 2013 60 pts.	20%
Professional Portfolio	Performance includes completion of the professional portfolio by selecting 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. A resume will be created along with the inclusion of a letter of intent. The instructor will assess the professional portfolio and sign the Professional Development Requirement sheet. Focus is on the initial creation of a professional portfolio that will be supplemented in subsequent semesters with additional professional achievements and accomplishments.	Ongoing throughout the semester. Specific assignments and due dates will be announced in class.	Pass/Fail
	RUCTIONS AND EXPECTATIONS FOR EAC SE PROVIDED BY THE INDIVIDUAL INSTRU		

Optional Assignments for Instructor's Consideration:

- Idea File
- Current Event Presentation/Discussion Topics
- Alternative Lesson Plan with Textbook
- Alternative Lesson Plan utilizing Technology
- Classroom Map

Grading Scale: Students will need to participate productively in class, attend class and consistently complete all assignments satisfactorily and on time, demonstrating effective critical thinking, writing and reflection.

A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below.

Attendance: Regular attendance and class participation are expected and count as part of your grade.

Assignments: Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. Assignments are to be completed by class time on the date for which they appear on the syllabus. Late assignments will result in a point deduction which reflects the tardiness of the assignment. (Three points will be deducted for each day for which the paper is late and must be submitted to the instructor in person during regular scheduled office hours.) No assignments will be accepted after the last day of class.

Instructions for Technology Assignment: Due: Aug. 29 (15 points.)

In addition to professional readings described above, you are to use the Internet to find and print out the following:

- A (1) page typewritten commentary about information about the National Association for the Education of Young Children (NAEYC)
- 2. a scholarly article about early childhood instruction found on NAEYC's website
- 3. NAEYC's Code of Ethical Conduct and Statement of Commitment (print and sign the Statement of Commitment)
- 4. A (1) page typewritten commentary about the position statements and standards including one page from the following position statements or standards explaining your
 - a. Developmentally Appropriate Practice
 - b. Early Learning Standards
 - c. Media Violence in Children's Lives
- 5. one idea for promoting parental involvement as suggested by NAEYC's website
- Go to ICTS and acquire the Content Test Study Guide for Early Childhood Education- (this document is 27 pages and you must submit the entire document for credit)

After you have finished this task, write a two to three-page typewritten summary of what you learned from this assignment and attach it to all the artifacts secured in a three prong folder for submission. Loose papers will not be accepted for a grade.

COURSE OUTLINE

Week 1

The Teacher

- Dispositions
- Collaboration
- Reflection
- > Attitudes toward diversity
- Ethical behavior
- Participation in the Practicum
 - Responsibility
 - Professionalism and confidentiality
 - Planning units of instruction, differentiation, curriculum integration

Week 2

The Field of Early Childhood Education

- Programs for children ages 5-8
- Standards
- Issues and Trends
 - Coordination and alignment of curriculum
 - Accountability

Week 3

Observing Documenting and Assessing Children

- Assessment/Evaluation/Accommodation
 - o Diagnosis, remediation, mastery
 - Self-evaluation
 - Record keeping
 - Goal setting
- > Authentic assessment
- Standardized assessment
- Confidentiality

Week 4

The Learning Environment-Primary Classroom

- Modify learning environments to meet the needs of all students
- Schedule
- > Technology
- > The physical environment
- Learning centers

Week 5

The Curriculum

- ➤ What is curriculum?
 - o Content and methods
- Influences on curriculum
 - o Knowledge of children
 - Values and Beliefs
 - o Family, culture and community
- Organizing curriculum
 - o Learner-centered
 - o Subject organization
 - o Integrated

Week 6

Curriculum Planning

- Writing plans
 - o Themes, units, activities
- Implementing the plan

Week 7

Creative Development through the Curriculum

Meaningful integration of creative activities with music, art, and movement

Week 8

Physical Development through the Curriculum

- > The role of both play and planned movement activities
- Large motor, fine motor, and sensory motor

Week 9

Cognitive Development through the Curriculum

Focus on active learning building on children's natural curiosity; appropriate math and science concepts

Week 10

Language and Literacy Development through Curriculum

- > Enriching and extending children's language
- > Appropriate bilingual practices
- ➤ Literacy connection

Week 11

Health, Safety and Well-Being

- > Design learning environments that are physically and psychologically safe
 - Promote responsibility, equity, active learning, and positive social interactions that support the educational needs of the young child.

Week 12

Relationships and Guidance

- Goals for guidance
 - Honoring differences, building trust and fostering development of social and emotional intelligence
 - Building inner control and developing a positive sense of self
- Positive communication strategies
- Guiding social interaction
 - o Helping the child identify and express their feelings
- Strategies for positive classroom management
- Dealing with difficult behaviors

Week 13

Including Diverse Learners

- People first language
- > Implementing inclusion
- > Strategies for working with young children with disabilities

Week 14

Partnerships with Families

- > Building relationships
- > Involving and supporting families
- ➤ Legal and ethical responsibilities

Week 15

Becoming a Professional

- > Developing a philosophy
- Understanding children and best practice
- > Reflection and goal setting
- Professionalism
- > Continuing education and growth
- Advocating for young children

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 documents. (Letter of introduction from professor, evaluation and log sheets, your Field Experience assignments.) Work out all logistics regarding your placement with your teacher. If there is a problem with the site, contact your university instructor 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. Follow the sign-in procedure. Learn the principal's name and introduce yourself when possible. Learn the secretary's name and greet them appropriately.
- 6. Request school and classroom guidelines for teacher and student behavior and dress codes (e.g. no gum, no hats, quiet when in the halls).
- 7. Request a class list and a class schedule.
- 8. Make a seating chart to familiarize yourself with students' names.
- 9. Know the school calendar and upcoming events. During the practicum weeks, you are on the school's calendar, not EIU's calendar.
- 10. Become familiar with the floor plan of the building and the safety and evacuation procedures.
- 11. 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.

Professional Requirements

- 1. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
- Use ALL time on-site for instructional and/or professional purposes, even if the children are out of the classroom.
- 3. 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.
- 4. 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.
- Let your enthusiasm and initiative shine. Let your professional attitudes be reflected in your teaching and relationships in your school.

If the Professional Requirements are not met and have been completed in less than a satisfactory manner, no more than a "D" may be earned in the class regardless of the number of points earned.

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 (pages 51-59):

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.

All information in this syllabus should be considered subject to change based upon professional discretion. Dates may be changed to meet class needs. If class is missed, it is your responsibility to check with a classmate or the instructor to see if there have been any assignment changes.

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 3250 References

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ELE 3250 Core Assignments

Participation—Contributions to discussions and activities, both in class and electronic, responsibility to group work, and responsibility to all aspects of the in-school field experience are required.

15pts.____

Planning—Part of the cooperating teacher's evaluation on the Field Experience Rubric: Diverse Students[1B], Diverse Subjects [3A,3C], and Diverse Strategies[2B,2C], the lesson plans are designed according to the EIU outline and submitted to Cooperating Teacher before implementation. A second hardcopy is submitted to EIU Instructor the day of formal observation, and *LiveText* copy submitted electronically by midnight of the day of formal observation. The field experience notebook is kept current with complete collection of lesson plans.

35pts.	
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Classroom Management—Part of the cooperating teacher's evaluation on the Field Experience Rubric: Diverse Strategies[2A], Diverse Students[1A], and Diverse Subjects[3B],

plan.
15pts Technology—Part of the cooperating teacher's evaluation on
the Field Experience Rubric: Diverse Technologies [5A,5B], the student will utilize technology tools in the classroom.
10pts
Professionalism—Part of the cooperating teacher's evaluation on the Field Experience Rubric: Diverse Societies and
Communities [4A,4B,4C], effort and dedication to educational excellence will be judged as reflected by instructional
performance, classroom conduct and personal appearance.
15pts Professionalism—On-site observations made by the EIU
instructor including one formal, well-executed lesson being presented.
40pts
Evaluation of Children's Learning—Part of the cooperating teacher's evaluation on the Field Experience Rubric: Diverse
Strategies[2D], the student will implement and utilize diagnostic assessments in the classroom.
5pts
Self-evaluation of teaching performance—A student self- assessment of teaching performance addressing competencies
and areas of concern will be included as the concluding paragraphs of the reflection.
5pts
Course Notebook—Reflective, insightful documentation of the field experience, refer to Field Experience Notebook Checklist for all specific items to include.
Due: December 3, 2013 40pts
Reflection—One summative reflection of candidate's
interpretation and critical analysis of entire classroom
experience. A hardcopy of the reflection is placed at the front of the journal section in thepracticum notebook due December
3, 2013 and a <i>LiveText</i> copy is submitted electronically by
November 15, 2013 .

Program Portfolio—Compiled according to Guidelines for Portfolio Development and Block 1 Standards, six selected artifacts with an accompanying cover sheet must be submitted to the portfolio. The purple PDR sheet with official documentation of organization membership and meeting attendance must also be included.

Pass	/Fail	

Letter of Introduction--A letter of introduction will be written and sent home to the families of the practicum classroom students to address the importance of establishing a home/school Connection.

Due: October 21, 2013

10pts	1()p	ts	·			_
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Field Experience 3250 - NOTEBOOK CHECKLIST 60 points total

1Name on spine of notebook
2Table of Contents
3 Journal entry* for EACH day of practicum
NAME & DATE on each page
4 Lesson Plans*
ONE LESSON FOR EACH LESSON TAUGHT DURING
PRACTICUM
COOPERATING TEACHER'S SIGNATURE & DATE on each
plan
5Reading/Writing Curriculum*
What Basal series/Reading Program did you use? [summary]
How did you assist students with reading and writing? [summary
What methods/strategies did you use? [summary or sample]
6Collection of Materials you created*—copies, photos
7Collection of Student work*—get permission to make copies—
may be photos
8Accommodations* for special needs students/provisions for
individual differences [summary]
9Accommodations* for non-English speaking students [if
applicable]
10Assessment information*
Samples of anecdotal records, rubrics, checklists, or summaries
of
assessments you performed
11Classroom Management* Describe physical set up of classroom [photos or diagram]
DESCRIDE DRIVSICAL SEL UD OF CIASSCOOM TOROLOS OF AIAAFAMI

Class schedule & class list
Seating arrangement of students [diagram]
Teacher/Learner styles observed [summary paragraphs]
Behavior/Disciplinary procedures [summary paragraphs]

12.____Parent/Guardian Communication*
Letter of Intro.
Classroom and School Newsletters

13.____Original signed Log of Practicum Experience
Place in front pocket of the notebook

14.____Original signed Disposition Rubric/gray
Place in front pocket of notebook [make 2 copies]

15.____Original Block II Practicum Rubric completed and signed by the cooperating teacher/blue
Place in front pocket of notebook [make 2 copies]

^{*}Denotes items which must be labeled on Table of Contents and tabbed.