Early Childhood, Elementary, and Middle Level Education Department ELE 3050.001: Diverse Contexts that Influence the Learning Process - Fall 2013

Instructor: Daniel Carter, PhD Office: Buzzard Hall 2176 Email: djcarter@eiu.edu

Office Hours: M - 11:45-1:15, 2:30-4:30 W - 11:45-1:15

Phone: Office - 581-7892 Cell - 549-4959

Class Meetings: Buzzard Hall 1121 M, W 1:30-2:20 - Wednesday Service Learning - Ashmore & on-campus 2:30-5:30

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

Course Description: The purpose of this course is to provide opportunities for pre-service teachers to identify qualities and potential within themselves to better the lives of children. This course is based on the premise that today's educator must be adept at collaborating with school personnel, family, and community to provide a high quality of education for all students. In this course, preservice teachers will consider how to transition from being a student of teaching to being a teacher of students through careful analysis and understanding of the entire learning dynamic. Students will participate in a minimum of 30 contact hours in a broad spectrum of integrated field experiences to foster growth as a complete educator.

Prerequisites: The prerequisites for this course are ELE 1050 and ELE 2050 or equivalent, and the passing of the Test of the Academic Proficiency (TAP) or an ACT composite score with (with writing portion) of 22 or higher including an expectation of Junior standing. For transfer students, concurrent enrollment in ELE 1050 will be permitted with department chair approval.

Course Textbooks:

Stoecker, R. & Tryon, E. A. (2009). The unheard voices: Community organizations and service learning. Philadelphia: Temple

University Press.

Supplemental Materials:

Live Text Account

Prerequisites for Field Placement: A background check is required for ELE 3050 before participating in field experiences. Students may not begin field placement responsibilities until the Dean's office has the background check on file and the ELE 3050 professor has received notification from the Dean's office indicating eligibility.

Teaching Model:

The Information-Processing Models

• Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems, and generating solutions to them, and developing concepts and language for conveying them.

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, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement: Students must purchase a license to LiveText (electronic portfolio) for a one-time fee that covers your entire time at EIU plus one year after graduation. The licenses are available in the University Bookstore or online at livetext.com. This electronic portfolio will provide students with a valuable technology tool, as well as assessments of efforts, and will assist in developing a showcase portfolio to supplement a resume and outline a professional portfolio. If the LiveText requirements or portfolio 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:

The Illinois Professional Teaching Standards (IPTS)

http://www.isbe.net/

http://www.isbe.state.il.us/peac/pdf/IL prof teaching stds.pdf

Association for Childhood Education International Elementary Education Standards (ACEI)

http://www.acei.org/

http://www.american.edu/cas/seth/pdf/upload/ACEIMLEmentaryStandardsSupportingExplanation-5-07.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 3050:

- Reflect and articulate a professional development plan which identifies strengths, weaknesses, and goals toward becoming a teacher.
- Develop and display professional dispositions toward becoming a reflective practitioner through integrative field experiences.
- Differentiate and analyze how family and community environments influence individual children's development and academic learning.
- Analyze and reflect on how opportunities to interact with children will help pre-service teachers become better educators.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Professional Development	Students will outline a plan for professional development by establishing goals, timelines, and desired outcomes.	IPTS: 1F, 6E, 9D, 9E, 9H, 9K ACEI: 5.1, 5.2 SEL: 1B.5a, 1B.5b, 1C.5b Dispositions: IWS, PEP, EC, PTSL, SDE
Letter of Intent	Write four paragraphs which address: your interests, one dispositional area of strength, a dispositional area for development and a reflection on your decision to become a teacher.	IPTS: 1F, 6E, 9D, 9E ACEI: 5.1 SEL: 1B.5a, 1B.5b, 1C.5b Dispositions: PEP, EC
Field Experience	Students will participate in a minimum of 30 field experience hours. This will be a combination of specific assignments through course placement (approximately 20 hours) and instructor-approved individual service/volunteer experiences (approximately 10 hours). A background check is required for ELE 3050 before participating in field experiences. Students may not begin field placement responsibilities until the Dean's office has the background check on file and the ELE 3050 professor has received notification from the Dean's office indicating eligibility.	IPTS: 1A, 1C, 1E, 1I, 1J, 1K, 1L, 2G, 2H, 2M, 2N, 2P, 3H, 3K, 3P, 4N, 5F, 5S, 6E, 6Q, 6R, 8B, 8C, 8D, 8E, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8T, 9H, 9I, 9J, 9L, 9O, 9P, 9Q, 9R, 9S ACEI: 1.0, 2.1, 3.4, 5.1, 5.2 SEL: 1A.5a, 1A.5b, 2A.5b, 2B.5a, 2C.5a, 2C.5b, 3C.5a, 3C.5b Dispositions: IWS, PEP, EC, PTSL, SDE

Position Paper	Identify and research emerging educational issues in the areas of family, community, and social/affective development. Ideas may be generated by factors influencing children's development specific to the population being mentored in the field as part of the service learning requirement.	IPTS: 1A, 1C, 1E, 4B, 4C, 4D, 6E, 8A, 8D, 9A, 9K, 9U ACEI: 5.2 SEL: 2A.5a, 2B.5a, 2B.5b, 3A.5a, 3A.5b Dispositions: EC
Reflective Panel Presentation	Based upon research conducted through the position papers, students will select an issue and participate as a panel member in a presentation on the topic. Connections to field placements will be made and reflections upon the service learning element will be shared.	IPTS: 1A, 1C, 1E, 2E, 2G, 4B, 4C, 4D, 8B, 9K ACEI: 5.1 SEL: 2A.5a, 2B.5a, 2B.5b, 2C.5a, 2C. 5b Dispositions: PEP, EC, SDE
Current Event	Summarize current information as presented by the media and reflect on its potential impact on children's development and well-being.	IPTS: 2B, 8A, 9K, 9U ACEI: 5.2 SEL: 2A.5a, 2B.5a, 2B.5b, 2C.5b, 3A.5a, 3A.5b Dispositions: PEP, EC, SDE

Core Assignments	Brief Description	Approximate Weight
Professional Development Plan	Three stages: initial establishment, midterm update, final plan for success in future Core II practicum	75 pts
Letter of Intent	The Letter of Intent will be discussed, reflected upon, and revised throughout the semester. It is a statement culminating from the professional development plan and achievements to this point. The Letter of Intent will be submitted through LiveText as part of their Introduction to Education course requirement.	Mandatory Completion/50 pts
Reflective Reports from the Field Experience	Students will reflect on each week's field experience placement and prepare a weekly report according to the prompted focus. More than a detailed summary, the report is an analysis and critical exploration of various influences upon children's development and potential success in school.	15 pts each
Position Papers	Identify and research emerging educational issues in the areas of family, community, and social/affective development. Ideas may be generated by factors influencing children's development specific to the population being mentored in the field as part of the service learning requirement.	30 pts each
Reflective Panel Presentation	Based upon research conducted through the position papers, students will select an issue and participate as a panel member in a presentation on the topic. Connections to field placements will be made and reflections upon the service learning element will be shared.	50 pts

Current Event	Summarize current information as presented by the media and reflect on its potential impact on children's development and well-being.	25 pts
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Reading Assignments & Discussion Questions- It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Mandatory Completion:

- LiveText submissions (Field Experience, Letter of Intent, Professional Portfolio-IPTS 8 & 9)
- Service Learning Hours
- Professional Development Requirements sheet

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

Failure to complete the field experience component in a consistent manner will result in grade reductions and failure to advance on to a Core II program.

The grading scale for this course will be: A = 100%-93%, B = 92%-84%, C = 83%-75%, D = 74%-66%

Consistent attendance is a basic expectation and extremely important to educational progress. You are expected to notify the instructor prior to any absence. Grades on all assignments will be deducted 5% of the possible points for each weekday the assignment is late. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, professional dispositions and class contributions.

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."

TENTATIVE COURSE OUTLINE

- Week 1 Overview of Children's Development and their Diverse Learning across Contexts
- Week 2 Children's Diversity
- Week 3 Teacher Behavior and its Influence on Learning
- Week 4 Teacher Roles and Responsibilities
- Week 5 Parent Behavior and its Influence on Learning
- Week 6 Peers and their Influence on Children's Learning
- Week 7 Other Adults in the Community that influence Children's Learning
- Week 8 Informal Learning Environments in the Community
- Week 9 Interactions with Other Children in Group Settings
- Week 10 Philanthropic Modeling
- Week 11 Creating Collaborative Relationships
- Week 12 Making Students and Parents your Partners in Learning
- Week 13 How to Plan to be a Professional

Week 15 - The Skill of Collaboration

All information in this syllabus should be considered subject to change based upon professional discretion.

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 581-6696, or go to 9th Street Hall, Room 1302.

ELE 3050 References:

- Anderson, J. B. & Pickeral T. (1999). Challenges and strategies for success with service-learning in preservice teacher education.

 Corporation for National Service Fellows Program
- Bloom, B.S. (1976) Human characteristics and school learning. New York: McGraw-Hill.
- Brophy, J. (2004). Motivating students to learn. Mahwah, N.J.: Erlbaum.
- Duer, S. (2001). Community-based Organizations and preservice teacher education: A case study of 826LA. *URC Student Scholarship*
- Epstein, J. L. (2001). School, family, and community partnerships. In M. H. Bornstein (ed.), *Handbook of parenting* (2nd ed). Mahwah, NJ: Erlbaum.
- Flanigan, C. B. (2007). Preparing preservice teachers to partner with parents and communities: An analysis of college of education faculty focus groups. *The School Community Journal*. 17(2), 89-110.
- Friend, M., & Bursuck, W. (2006). *Including students with special needs: A practical guide for classroom teachers* (4th ed.). Boston: Allyn & Bacon.
- Kielsmeier, J. C. (2010). Build a bridge between service and learning. Kappan. 91, 8-15.
- McDonald, M. A. & Tyson, K. (2011). Innovation and impact in teacher education: Community-based organizations as field placements for preservice teachers. *Teachers College Record*.
- Spencer, B. H., Cox-Peterson, A. M., & Crawford, T. (Fall 2005). Assessing the impact of service-learning on preservice teachers in an afterschool program. *Teacher Quarterly*, 32(4), 119-135.
- Tinajero, J. V., & Nagel, G. (1995). "I never knew I was needed until you called!": Promoting parent involvement in schools. *The Reading Teacher*, 48, 614-617.
- Wiggins, R. A., Follo, E. J., & Eberly, M. B. (2007). The impact of a field immersion program on pre-service teachers' attitudes toward teaching in culturally diverse classrooms. *Teaching and Teacher Education: An International Journal of Research and Studies*.
- Zeller, N., Griffith, R., Zhang, G., & Klenke, J. (2010). From stranger to friend: The effect of service learning on preservice teachers' attitudes towards diverse populations. *Journal of Language and Literacy Education*, 6(2), 34-50.