

**Early Childhood, Elementary, and Middle Level Education Department**  
**ELE 3100: Instructional Strategies for the Elementary Classroom**

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**Office Hours:** M-3:30-4:30, T-8-11, W-12-1  
**Phone:** (217) 581-7862, (217) 246-5778  
**Class Meetings:** 8:00-9:40 MW

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

**Catalog Course Description:** Topics include instructional strategies, models for classroom management and discipline, parent-school community involvement and school law. Forty-five clock hours of field-based activities primarily in reading and language arts.

**Prerequisites:** ELE 1050, ELE 2050 and ELE 3050. Concurrent enrollment in ELE 3280 and ELE 3350 or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

**Course Purpose:** The purpose of this course is to provide proven teaching methods coupled with effective instructional theories and best practices to teacher candidates. Teacher candidates will develop an understanding of their role as an educational leader and decision-maker who both directly affects the students and influences the presentation of subject matter. The course will offer a broad spectrum of instructional methodologies and approaches that are workable in today's diverse classrooms.

**Course Textbooks:**

Charles, C. M. (2014). *Building classroom discipline*. (11<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

Orlich, D., Harder, R.J., Callahan, R.C., Trevisan, M.S., Brown, A.H. (2010). *Teaching strategies: A guide to effective instruction* (9<sup>th</sup> ed.). Boston, MA.: Wadsworth, Cengage Learning.

**Supplemental Materials:**

Live Text Account  
Professional Portfolio 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.

The Behavioral Models

- Behavioral models concentrate on observable behavior and clearly defined tasks and methods for communicating progress to the student.

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. Failure to adequately meet dispositional requirements will lead to remedial requirements set forth by the instructor.

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio 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:**

The Illinois Professional Teaching Standards (IPTS)

<http://www.isbe.net/>

[http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_stds.pdf](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/ACEIMLElementaryStandardsSupportingExplanation-5-07.pdf>

Illinois Social Emotional Learning Standards (SEL)

[http://www.isbe.net/ils/social\\_emotional/standards.htm](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 3100:**

- Teacher candidates will be able to design and implement effective learning opportunities and environments that encourage students' development of critical thinking, problem solving and performance skills.
- Teacher candidates will demonstrate understanding of the Common Core State standards and other Illinois Learning Standards and Response to Intervention principles and apply these while developing lesson plans
- Teacher candidates will be able to create instructional opportunities that meet the needs of diverse students based on the cultural, developmental, and language needs of the student.
- Teacher candidates will demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.
- Teacher candidates will demonstrate proficiency in the content areas they will teach
- Teacher candidates will create and use assessments to plan, evaluate and strengthen instruction.
- Teacher candidates will reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs.
- Teacher candidates will plan and implement research-and/or best practice-based management strategies that establish routines and procedures effectively use time, space and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning.
- Teacher candidates will create positive collaborative relationships with families, colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of *all* children.
- Teacher candidates will model appropriate professional dispositions.

<b>Course Core Requirements</b>	<b>Demonstrated Competencies</b>	<b>Aligned Standards</b>
<b>Lesson Plans</b>	Teacher candidates will develop lesson plans in the department approved format incorporating the common core state standards and other Illinois Learning standards. Focus is on incorporating research-based best practices, Response to Intervention principles, alignment of learning objectives, instructional strategies and assessment processes to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.	IPTS 1B, 1H, 2B, 3A, 3B, 3C, 3I, 3L, 5C, 5E, 6F, 6G, 6H, 6I, 6J, 7B, 7E ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 4.0 NAEYC 1c, 3a, 4c, 5a, 5b, 5c  Dispositions: PTSL, SDE
<b>Classroom Management</b>	After reviewing various models of classroom management, teacher candidates will develop their own plan for classroom management, creating a positive learning environment that promotes self-motivation, healthy social interactions, and active	IPTS 4A, 4D, 4G, 4J, 5E, 5F, 9B ACEI 3.4 NAEYC 1c, 4a

	engagement in learning for ALL learners in their classrooms.	SEL 1A, 2A, 2B, 2D Dispositions: SDE, PTSL
<b>Practicum</b>	<ul style="list-style-type: none"> <li>• Performance includes completing a “context for learning” report modeled after the edTPA template for “Context for learning.” Through this report, teacher candidates will provide information regarding the school, the classroom and the students.</li> <li>• 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.</li> <li>• Teacher candidates will engage in self evaluations as directed by the university supervisor. Participants will study the Block I 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.</li> <li>• 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.</li> <li>• 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 be typical of the professional teacher candidate. Focus is on the participants’ joy and well-being in the classroom.</li> </ul>	IPTS 1A, 1B, 1C, 1D, 1E, 1K, 2K, 2L, 2M, 2Q, 3A, 3B, 3H, 3I, 3K, 3N, 3Q, 4A, 4D, 4E, 4G, 4O, 5F, 5I, 5K, 5R, 5S, 6A, 6F, 6H, 6I, 6Q, 6R, 7A, 7B, 7E, 7L, 7O, 7K, 8J, 8K, 8M, 8R, 9H, 9K, 9S ACEI 3.1, 3.2, 3.3, 3.4, 4.0, 5.1, 5.2 NAEYC 1b, 1c, 3b, 3c, 4c, 4d, 5a, 5b, 5c, 6b SEL 2C, 3A, 3B Dispositions; IWS, PEP, EC, PTSL, SDE
<b>Exams</b>	Performance includes demonstration of content knowledge and application.	IPTS 1A-G, 2A – H, 3A, 3C, 4A-D, 5A-E, 7A-D, 8 A-E, 9A-B ACEI 1.0, 3.1, 3.2, 3.3, 4.0 NAEYC 1b, 3a, 4b, 5b  Dispositions: EC, PEP
<b>Practicum Notebook</b>	Teacher candidates will document their professional growth through the collection and organization of practicum documents and artifacts.	ACEI: 5.1 IPTS; 9K, 9O NAEYC 4d, 6b Dispositions: SDE, PEP

<b>Professional Portfolio</b>	Collection and organization of artifacts and successful completion of the Professional Development Requirements (as documented in the PDR sheet) to document competencies which are based on the Professional Teaching Standards.	IPTS 9D, 9K, 9O ACEI 5.1 NAEYC 1c, 3b, 4d, 6c SEL 1C Dispositions: EC, PEP
<b>Participation</b>	Performance includes presence and contribution during class meetings and support of peers. Focus is on responsible, enthusiastic, and effective communication and cooperation with classroom instructors and peers.	ACEI: 5.1 IPTS: 9I, 9P, 9T NAEYC 6b, 6c SEL 1A, 1C, 2A, 2C Dispositions: EC, PEP, SDE

<b>Course Core Assignments</b>	<b>Brief Description</b>	<b>Points/Due Date</b>	<b>Approximate Weight</b>
<b>Lesson Plans</b>	The lesson plan/s will be designed according to the format established by the EC/ELE/MLE department incorporating the common core state standards and other relevant Illinois Learning standards and evidence-based strategies. 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. Focus is on incorporating research-based best practices, Response to Intervention principles, alignment of learning objectives, instructional strategies and assessment processes to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.	25x3=75 points  Lesson Plan 1 Due 9/9/13  Lesson Plan 2 Due 9/18/13  Lesson Plan 3 Due on Livetext during Practicum	<b>20%</b>
<b>Classroom Management</b>	<b>Classroom Management Plan:</b> Based on text, practicum experience, and classroom discussion, the students will be expected to design a classroom management plan that describes the environment for learning and teaching within their future classroom. Expectations will be to research various classroom management and discipline theories, incorporating one or a combination of these with their own experiences and ideas, creating a management plan that best reflects their educational beliefs.  <b>Different Approaches to Discipline:</b> One of the assigned textbooks provides a detailed look at various approaches to discipline for the classroom. A small group project will be assigned for the discipline approaches. Details will be given close to sign-up.	50 Points Due 12/4/13        30 Points Project starts 9/25/13	<b>20%</b>
<b>Practicum</b>	Teacher candidates will complete a minimum of 45 hours during the assigned practicum. Daily attendance over the course of 3-4 weeks practicum experience is required.	Observation: TBD Practicum: 10/21-11/15	Pass/Fail

<b>Exams</b>	The mid-term and final may consist of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas. <b>Final Exam: Thursday 12/12/13 @8:00-10:00</b>	40x2=80 points Midterm: 10/9/13 Final: 12/12/13	<b>20%</b>
<b>Practicum Notebook</b>	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: <ul style="list-style-type: none"> <li>• "Context for learning" report</li> <li>• Log of practicum hours</li> <li>• Lesson plan(s)</li> <li>• Reflections – Prompts for reflections will be based on selected edTPA prompts from Tasks 1 and 2 as directed by the instructor</li> <li>• Development of teaching materials</li> <li>• Cooperating Teacher's Evaluation</li> <li>• Disposition Rubric</li> <li>• EIU Supervisor's Evaluation</li> </ul>	80 Points  Review with instructor starting 12/2/13	<b>20%</b>
<b>Professional Portfolio</b>	Performance includes completion of the professional portfolio by selecting artifacts, stating the IPTS competency met by the selected artifact, restating some of the IPTS standards in one's own words with a rationale for the selection of the included artifact. <b>On Livetext, a template will be used to create this portfolio. A resume and a 'letter of intent' also need to be included. Guidelines and modeling of this will be done during one of the class meetings.</b> 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.	Pass/Fail  Review with instructor starting 12/2/13	<b>Pass/Fail</b>
<b>Participation</b>	Active participation in classroom activities.  Participation points will be based on in-class assignments that will be given from time to time. These in-class assignments may be worth 2 to 10 points and cannot be made up.	2-10 Points Each due as assigned	<b>5%</b>
<b>DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED. ALL ASSIGNMENTS TURNED IN LATE WILL RECEIVE A POINT DEDUCTION PER DAY LATE UP TO ONE WEEK; AT WHICH POINT, THE ASSIGNMENT WILL NOT BE ACCEPTED.</b>			

**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 (Lesson Plan and Field Experience)
- Eastern Illinois University Professional Portfolio
- Professional Development Requirements sheet

**Optional Assignments for Instructor's Consideration:**

- Idea File
- Current Event Presentation/Discussion Topics
- Alternative Lesson Plan with Textbook
- Learning Center/Bulletin Board Visual
- Midterm Exam

**Grading Scale:**

A student must maintain a "C" average in all course work to be placed/continue in practicum.

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

**COURSE OUTLINE**Week 1 Introduction of SyllabusScientific Basis for the Art of Teaching

- Historic Perspective
- Best Practice
- Authentic Relationships
- Models of Teacher Development

Week 2 Teacher Planning

- Perspective on Planning
- Instructional Objectives and Domains
- Individualizing Instruction
- Response to Intervention: Principles

Weeks 3 and 4: Lesson Planning

- Introduction of EIU Lesson Plan Format
- Learning Objectives
- Common Core State Standards
- Curricular Expectations
- Alignment of Objectives, Instructional practices and assessments

Week 5 Direct Instruction and Alternative Learning Models

- Concept Teaching
- Cooperative Learning
- Problem-based Learning
- Classroom Discussion

Week 6 Classroom Management

- Theories and Research
- Preventative Measures
- Managing Disruptive Behavior

Week 7 Classroom Management

- School Law
- Self-Management
- Reinforcement, Classroom Ecology, Child-centered Approaches

Week 8 Learning Communities and Student Motivation

- Strategies for Motivating

- Intrinsic Values and Students' Interests
- Building Classroom Community

#### Week 9 Assessment and Evaluation

- Standardized Testing
- Assessment Programs
- RTI Processes
- Alternative Assessments

#### Week 10 Practicum

#### Week 11 Practicum

#### Week 12 Practicum

#### Week 13 Practicum

#### Week 14 Student Learning in Diverse Classrooms

- Exceptionalities
- Culture, Ethnicity, Race
- Language Diversity - ELL
- Gender Differences
- Social Class Differences

#### Week 15 Differentiating Instruction

- Connecting Multiple Methods
- Flexible Grouping
- Management and Assessment
- Schools as Workplaces
- Organizational Skills
- Personnel Collaboration

#### Week 16 Teacher Qualities/First-Year Expectations

- Parent-Teacher Conferencing
- Community Relations
- Professional Development

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

#### **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](http://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](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

### ELE 3100 References:

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,  
please contact the Office of Disability Services at 581-6583.  
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