

Early Childhood, Elementary, and Middle Level Education Department
ELE 3000: Instructional Strategies for the Elementary Classroom
Fall, 2009

Credit Hours:	04	Professor:	Kiran Padmaraju, Ph.D.
Office:	1322 Buzzard Hall (Inside the Reading Center)	Office Hours:	MW: 11:00 – 12:00 Noon TR: 11:00–12:00 & R – 2:00 – 3:00
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Class Meetings:	12:00 pm - 1:15 pm TR	Location:	Buzzard Hall 2439

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 2000 and ELE 2320. 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 theory, best practice, to pre-service teachers. We want to develop the premise that the teacher is an educational leader and decision-maker who both directly affects the students and influences the presentation of subject matter. We will offer a broad spectrum of instructional methodologies, techniques, and approaches that are workable in today's diverse classrooms.

Course Textbooks:

Arends, R. I. (2007). *Learning to teach*. (7th ed.). New York: McGraw/Hill.

Charles, C. M. (2008). *Building classroom discipline*. (9th ed.). New York: Longman.

Supplemental Materials:

Live Text Account
Professional Portfolio Packet
Instructional Technology Center (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.

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.

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:

Illinois Professional Teaching Standards (IPTS) <http://www.isbe.il.us/profprep/PDFs/ipts.pdf>

Association for Childhood Education International (ACEI) <http://www.acei.org/Synopsis.htm>

National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/accreditation/next_era.asp

Illinois Core Language Arts Standards (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf

Illinois Core Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes specific to ELE 3000:

- Using a variety of assessment and evaluation procedures, demonstrate alternative instructional methods to teach the designated curriculum in order to achieve similar learning outcomes.

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- Using the designated curriculum and Illinois Learning Standards, design instruction to meet the needs of all students and foster a desire to learn.
- Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
- Model appropriate professional behavior.
- Design instruction to promote a healthy self-concept in students.
- Demonstrate alternative methods of achieving similar learning outcomes. Decide what will be learned and ways to achieve it.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Lesson Plans	Performance includes written utilization of the department lesson plan and its various formats, careful formulation of objectives, research, enrichment, manipulative, assessment of children’s prior knowledge, implementation of cooperative learning, and appropriate assessments and follow-up. Focus is on differentiated curriculum, integrated instruction, and children’s academic, behavioral, and cultural diversity.	IPTS 1, 2, 3, 4, 6 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 ICTS 3A, 3F Dispositions: PTSL, SDE
Classroom Management	Students will develop their own personal system of classroom management that will give them an effective approach when working with diverse needs to establish a supportive and encouraging environment and ensure student acceptance and cooperation.	IPTS 2, 5, 7 ACEI 1, 3.2 Dispositions: SDE, IWS, PTSL
Practicum	<ul style="list-style-type: none"> • 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 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. • 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 be typical of the professional teacher candidate. Focus is on the participants’ joy and well-being in the classroom. 	IPTS 8, 11, 12 ACEI 4, 5.1, 5.2, 5.3, 5.4 ICLAS 1, 2, 3 ICTS 1,2,3, 5, 7, 8 Dispositions; IWS, PEP, EC, PTSL, SDE
Exams	Performance includes demonstration of content knowledge and application.	IPTS 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 ACEI 1, 3.1, 3.2, 3.3, 4, 5, Dispositions: EC
Practicum Notebook	The students will document their professional growth through the collection and organization of practicum documents and artifacts.	IPTS 10 ACEI 5.1 ICTS 1A, 5A, 7A, 7I 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 10, 11 ACEI 5.1, 5.4 NAEYC 8, 10 ICLAS 1, 2, 3 ICTS 1A, 5A, 7A, 7I Dispositions: EC, IWS, PEP, PTSL, SDE
Participation	Performance includes presence and contribution during class meetings and support of peer classmates. Focus is on responsible, enthusiastic, and effective communication and cooperation with classroom instructors and peers.	IPTS 10, 11 ACEI 5.1 NAEYC 1 Dispositions: EC, PEP, SDE

Course Core Assignments	Brief Description	Points & Due Date	Approximate Weight
Department Lesson Plans (1 on Livetext and 1 hard copy)	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	40 X 2 = 80 points 1st Lesson Plan – Sep. 22nd 2nd Lesson Plan – Oct. 29th	20%
Classroom Management	Personal Discipline Plan: Based on text, practicum experience, and classroom discussion, the students will be expected to design a discipline 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 discipline strategy that best reflects their educational beliefs. Discipline Model Presentation: One of the assigned textbooks provides a detailed look at various discipline models for the classroom. In groups of two, these models will be presented to class. Details will be given close to sign-up.	40 points Dec. 10th 40 points Starting from Nov. 12th	20%
Practicum	Students will complete a minimum of 45 hours during the assigned practicum. Attendance over the course of 3-4 weeks practicum experience is required. The cooperating teacher's evaluation will determine if you have passed the practicum requirement or not. See note below about Practicum.	Tentative Dates- MWF - Oct. 26th – Nov. 20th	Pass/Fail
Exams - Midterm & Final	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. The first of these will be the midterm and the second one will be the final exam given at the scheduled time for finals. (Final: Monday, Dec. 14, 2009 – 12:30 – 2:30 pm)	40 X 2 = 80 points Midterm – Oct. 20th Final – Dec. 14th	20%

Practicum Notebook	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"> • Log of practicum hours • Lesson plan(s) • Daily reflections • Development of teaching materials • Cooperating Teacher's Evaluation • Disposition Rubric • EIU Supervisor's Evaluation 	80 points Dec. 3rd	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 table of contents will be created along with the inclusion of a resume and 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.	Dec. 3rd	Pass/Fail
Education Issue	Each student will lead the class in discussion concerning an educational topic (list of possible topics will be provided).	15 points Starting from Sep. 3rd	3%
Teaching Demonstration	Using a K-5 textbook, each student will pick a particular chapter/topic and teach this to the class as if you were presenting it to K-5 students. Details will be given in a separate handout.	40 points Starting from Oct. 8th	10%
Idea Journal	A collection of ideas that will be helpful to you as a teacher. Details will be given in a separate handout.	15 points Dec. 3rd	3%
Participation	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. The assignments cannot be made up if you miss the class for any reason, excused or otherwise.	2-10 points each	4%
	Total Possible Points	400 + Points	
Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions, and performance in assignments. Midterm grades will be determined based on the points earned to date. All assignments must be completed in an <i>exemplary</i> fashion in order to receive an A. Assignments and scoring rubrics will be discussed in class when first assigned.			

Practicum: Practicum will be completed in coordination with the After School Tutoring Program at Jefferson Elementary School (called iSharpen). Starting in 2nd or 3rd week, part of the practicum will be on Tuesday and Thursday from 3:00-4:00 for the rest of the semester. In addition, to get the complete classroom experience and the remainder of your required practicum hours, during four weeks of the semester additional practicum hours will be arranged all afternoon on Mondays, Wednesdays and Fridays at Jefferson Elementary School.

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
- Instructional Technology Center proficiency

Grading Scale: A = 92%-100%, B = 82%-91%, C = 72%-81%, D = 62%-71%

COURSE OUTLINE

Week 1 Introduction of Syllabus

Scientific 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

Week 3 Lesson Planning

- Introduction of EIU Lesson Plan Format
- Curricular Expectations
- Planning for Time and Space

Week 4 Direct Instruction and Alternative Learning Models

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

Week 5 Classroom Management

- Theories and Research
- Preventative Measures
- Managing Disruptive Behavior

Week 6 Classroom Management

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

Week 7 Practicum

Week 8 Practicum

Week 9 Practicum

Week 10 Assessment and Evaluation

- Standardized Testing
- Assessment Programs
- Alternative Assessments

Week 11 Learning Communities and Student Motivation

- Strategies for Motivating
- Intrinsic Values and Students' Interests
- Building Classroom Community

Week 12 Student Learning in Diverse Classrooms

- Exceptionalities
- Culture, Ethnicity, Race

- Language Diversity - ELL
- Gender Differences
- Social Class Differences

Week 13 Differentiating Instruction

- Connecting Multiple Methods
- Flexible Grouping
- Management and Assessment

Week 14 School Leadership and Collaboration

- Schools as Workplaces
- Organizational Skills
- Personnel Collaboration

Week 15 Teacher Qualities/First-Year Expectations

- Parent-Teacher Conferencing
- Community Relations
- Professional Development

Week 16 Final

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

ELE 3000 References:

- Bergen, D. (1993/1994). Authentic performance assessments. *Childhood Education*, 70, 99- 102.
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- Brophy, J. (2004). *Motivating students to learn*. Mahwah, N.J.: Erlbaum.
- Brophy, J. E., & Putnam, J. (1979). Classroom management in the early grades. Nind. L. Duke (Ed.), *Classroom management*. Chicago: University of Chicago Press.
- Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA.: Harvard University Press.
- Canter, L., & Canter, D. M. (2002). *Assertive discipline: Positive behavior management for today's classroom*. Santa Monica, CA: Canter & Associates.
- Charles, C. M. (2000). *The synergetic classroom: Joyful teaching and gentle discipline*. New York: Longman.
- Coloroso, B. (1994). *Kids are worth it! Giving your child the gift of inner discipline*. New York: William Morrow.
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- Couchenour, D. & Dimino, B. (1999). Teacher power: Who has it, how to get it, and what to do with it. *Childhood Education*, 75, 194-198.
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- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

 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.
