

**Department of Early Childhood, Elementary and Middle Level Education**  
**ELE 2000.001: The Teacher and the School**  
**Fall, 2009**

1:00 – 1:50 pm

Tuesdays/Thursdays

Buzzard Auditorium

**Professor:** Dr. Carrie Dale

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**Office Hours:** T/TH: 11:30-1:00; T 6:00-7:00 pm; W: 8:30-10:00 am

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**Unit Theme**

Educator as Creator of Effective Educational Environments: Integrating Diverse Students, Subjects, Strategies, Societies, and Technologies.

**Catalog Course Description**

ELE 2000: The Teacher and the School (2-1-2). Observation and data collection techniques, professional issues in teaching, characteristics of schools, curricular organizations, effective teachers, 13 clock hours of structured observation.

**Course Prerequisites**

None. Concurrent enrollment in ELE 2320 is recommended.

**Course Purpose/Rationale**

ELE 2000 is designed to introduce the university student to public schools and to the issues confronting public education. This freshman/sophomore level course is structured to provide background information and experiences for potential elementary and middle level education majors with general and middle school options.

**Course Text**

Ryan, K. & Cooper, R. (2007). *Those who can, teach*. Boston: Houghton Mifflin.

**Supplemental Materials**

1. You need to purchase *The ELE 2000 Protocol* packet, which includes required forms, observation report requirements, and selected assignments for this class. The ELE 2000 Protocol is purchased at Copy Express in the Student Union. Assignments and due dates will be announced in class during the course of the semester. Included in the packet is the *ELE 2000 Syllabus*.
2. You must also purchase a license to Live Text (electronic portfolio) for a one-time fee that covers your entire time at EIU plus one year after. The licenses are available in the Bookstore. This electronic portfolio will provide you with a valuable technology tool, as well as valuable assessments of your efforts, and will assist you in developing a showcase portfolio to supplement a resume when applying for teaching positions. 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.

### **Learning Models: Information Processing**

*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.

Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> 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.

Four dispositions modules will be part of the ELE 2000 course. These will be in-class activities.

Dispositions Module One: identified/unidentified

Dispositions Module Two: able/unable

Dispositions Module Three: larger/smaller

Dispositions Module Four: student/other

**LiveText Assessment Requirement:** For those classes with LiveText or Practicum – If the portfolio or LiveText 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 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>

Illinois Core Language Arts Standards (ICLAS)

[http://www.isbe.net/profprep/CASCDvr/pdfs/24110\\_corelangarts\\_std.pdf](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](http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf)

College of Education and Professional Studies Dispositions

<http://www.eiu.edu/~clinical/Dispositions%20web/homedispo.html>

Interaction with Students (IWS)

Professional and Ethical Practices (PEP)

Effective Communication (EC)

Planning and Teaching for Student Learning (PTSL)

Sensitivity to Diversity and Equity (SDE)

#### **Outcomes specific to ELE 2000**

- Learn about educational issues, both current and historical, that influence K-8 schools.
- Through field work, document observations that highlight the similarities, differences and complexities in K-8 classrooms.
- Model appropriate professional behavior.
- Interact with children, teachers, administrators and peers during observation times in elementary classrooms.
- Engage in personal reflection through field observations, written assignments and course content in order to help determine whether teaching is the appropriate career for each individual student.

**Course Requirements and Demonstrated Competencies in Alignment with Standards**

Course Requirements	Demonstrated Competencies	Aligned Standards
Field Experience Documentation (13 documented hours)	Fulfillment of the instructor’s guidelines for field work may include: <ul style="list-style-type: none"> <li>• Log of practicum hours</li> <li>• Completion of rubric form by the cooperating teacher, including signature</li> <li>• Submission of LiveText rubric</li> <li>• Completion of observation reports as outlined in the ELE 2000 protocol packet</li> </ul>	IPTS 2, 10 ACEI 5.1, 5.2, 5.4 ICTS 1, 5, 8 ICLAS 1, 2 ELE 2D, 2H, 15A, 17B,17C Dispositions IWS, PEP, EC, SDE
Professionalism (Professional Development Requirement and Professional Development Requirement Agreement)	Performance includes fulfillment of course requirements and school and classroom guidelines. 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 11 ACEI 5.1 ICTS 2, 5, 8 ICLAS 1, 2 ELE 17A, 17J, 16F Dispositions IWS, PEP, EC, SDE
Technology (LiveText and WebCT submissions)	Performance includes knowledge, use, and application of WebCT and LiveText. Focus is on increasing student technology skills and enabling students to utilize technology products of the classroom and to post online.	IPTS 7 ACEI 5.1 ICTS 1, 2, 5, 8 ICLAS 1, 2 ELE 13E 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, children, and peers.	IPTS 10, 11 ACEI 5.1 ICTS 2, 5, 8 ICLAS 2 ELE 2E, 8B, 16A Dispositions IWS, PEP, EC, SDE

Course Requirements	Demonstrated Competencies	Aligned Standards
Assessment (7 quizzes, midterm and final)	Students will be assessed on course outcomes through on-line quizzes, and an in-class midterm and final exam. Focus is on the mastery of key concepts embedded in the course.	IPTS 1, 7 ACEI 1 ICTS 8, 9, 16 ICLAS 2 ELE 8B, 9A, 9C, 9D, 11A, 13B Dispositions EC

### Core Assignments

Core Assignments	Brief Description	Approximate Weight
<b>13 hours of documented observation time</b>	Students will log in 13 hours of classroom observation time out in K-8 schools. Teacher signature verifying their attendance is required. Most of these observations will be done in the Charleston/Mattoon area, with one specific observation required to be completed outside this area.	<b>Required to pass the course</b>
<b>Professional Development Requirement</b>	Students will be expected to attend at least one student group meeting during the semester, and have at least 3 hours of involvement with children during the semester. Verification documents will be required.	<b>Required to pass the course</b>
<b>Professional Development Requirement Agreement</b>	In the protocol packet is a single page that outlines the professional development requirements for ELE 2000, Block 1 and Block 2. The form needs to be completed, signed and turned in during the semester, documenting the student's understanding of and agreement with these requirements. This will be an in-class assignment.	<b>Required to pass the course</b>
<b>LiveText Submission</b>	The purchase of LiveText is required during the semester. Two different documents will need to be submitted through LiveText: 1) the Department Letter of Intent and 2) information regarding the Rubric Form that goes along with observation 1.	<b>Required to pass the course</b>
<b>Observation Reports</b>	A total of 7 observation reports need to be written as a means of reflection during the 13-hour field experience requirement. The content and focus of each observation report will vary; please see the ELE 2000 protocol packet for specific information for each observation.	<b>28%</b>

Core Assignments	Brief Description	Approximate Weight
<b>Participation</b>	Preparedness for class and regular attendance is expected. Attendance will be taken each class period, with two absences per student permitted throughout the semester without penalty.	<b>23%</b>
<b>7 online quizzes, Midterm Exam and Final Exam</b>	A total of 7 open-note, open-book quizzes will be made available to students throughout the semester. These will be completed online, with beginning days/times and ending days/times determined by the professor. The midterm and final exams will <u>not</u> be open-note or open-book. The midterm will be a cumulative test covering material in chapters 1 through 8, while the final exam will be a cumulative test covering material in chapters 9 through 16.	<b>49%</b>
<b>DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR</b>		

**The syllabus is tentative and subject to change.** Specific guidelines for other requirements (selected assignments in the ELE 2000 Protocol, in-class activities, etc.) will be discussed in advance of due dates. Attendance and participation are essential. If you are absent, you obviously cannot participate. Observation reports, selected assignments, and other assignments are to be turned in on time. **NO LATE WORK (including quizzes) WILL BE ACCEPTED.**

**ELE 2000 Grading Scale**

A = 92% to 100%                      B = 91% to 82%                      C = 81% to 72%  
D = 71% to 62%                        F = 61% or below

Note: A grade of C or better is **required** of those who are planning to continue their professional course work in the teacher preparation program of the Early Childhood, Elementary, and Middle Level Education department.

**COURSE TOPIC OUTLINE**

**PART #1: Schools and Students**

“A great variety of motivations lead people to select teaching as their occupation and often the same person has more than one reason for choosing teaching. Teaching, like other professions, often attracts people because of the rewards it offers them. The reward of teaching can be divided into extrinsic and intrinsic rewards. In deciding whether to become a teacher, you can draw on a number of sources of useful experiences, including actual encounters with teachers and children, vicarious classroom experiences, guidance from friends and acquaintances .in the profession, and – most important – your own personal reflections” (Ryan & Cooper, 2007, p. 1).

Class Session	Session Content	Reading Assignment	Due
1: Aug 25	Introduction		
2: Aug 27	Why Teach?	Ch. 1	

<b>Class Session</b>	<b>Session Content</b>	<b>Reading Assignment</b>	<b>Due</b>
3: Sept 1	Purpose of Schooling	Ch. 2	<b>Purchase LiveText</b>
4: Sept 3	Review Disposition Module 1		
5: Sept 8	<b>Online Quiz 1</b>		
6: Sept 10	Diversity in Schools	Ch 3	<b>Pg. 5 sign off (in class activity)</b>
7: Sept 15	Social Problems	Ch 4	<b>Observation Report via WebCT</b>
8: Sept 17	Curriculum	Ch. 5	
9: Sept 22	Review Dispositions Module 2		
10: Sept 24	<b>Online Quiz 2</b>		<b>Observation Report via WebCT</b>

### **PART #2: Teachers**

“Teachers are required to make many decisions as they plan for instruction, implement teaching strategies, and evaluate outcomes of their planning and strategies. Four major types of attitudes affect teachers’ behavior: 1.) attitude toward self; 2.) attitude toward children; 3.) attitude toward peers and parents, and 4.) attitude toward the subject matter. A teacher should have an intimate knowledge of the subject matter being taught, both the instructional content and the discipline from which it derives. To be able to recognize and interpret classroom events appropriately, a teacher should be familiar with theoretical knowledge and research about learning and human behavior. Effective teachers demonstrate a repertoire of teaching skills that enable them to meet the different needs of their students. Research has identified a number of these skills in, to name a few areas, classroom management, effective questioning, and planning techniques” (Ryan & Cooper, 2007, p. 149).

<b>Class Session</b>	<b>Session Content</b>	<b>Reading Assignment</b>	<b>Due</b>
11: Sept 29	Teacher Effectiveness	Ch. 6	
12: Oct 1	Technology	Ch. 7	<b>Letter of Intent via LiveText</b>
13: Oct 6	Ethical and Legal Issues	Ch. 8	
14: Oct 8	Review Dispositions Module 3		
15: Oct 13	<b>Online Quiz 3</b>		<b>Observation Report via WebCT</b>
16: Oct 15	<b>Midterm Exam</b> (chapters 1-8)		

### **PART #3: Foundations**

“Philosophical knowledge has a fundamental role in clarifying questions of education. Philosophical thought has distinct characteristics that contribute to the way we know the world...Philosophies of education...have many practical implications for the classroom teacher. Psychological theories, particularly constructivism, influence modern educational thought. Teachers need to have a philosophy

to guide their practice. Many develop eclectic personal philosophies that incorporate elements of several major philosophical views. Discovering your personal philosophy is a lifelong process, but it should begin now” (Ryan & Cooper, 2007, p. 263).

<b>Class Session</b>	<b>Session Content</b>	<b>Reading Assignment</b>	<b>Due</b>
17: Oct 20	Philosophical Foundations	Ch. 9	<b>Observation Report via WebCT</b>
18: Oct 22	History of American Education	Ch. 10	
19: Oct 27	Review Dispositions Module 4		
20: Oct 29	<b>Online Quiz 4</b>		<b>Observation Report via WebCT</b>
21: Nov 3	Governing and Finance	Ch. 11	
22: Nov 5	Educational Reform	Ch. 12	
23: Nov 10	<b>Online Quiz 5</b>		<b>Observation Report via WebCT</b>

#### **PART #4: The Teaching Profession**

“Many factors influence the availability of teaching jobs. At the present time, some teaching fields face a severe shortage, while in other fields, the supply and demand seem balanced...Certain job-hunting strategies will increase your chances of locating the right job for you. You may have to spend considerable time and energy preparing materials for your job search. Licensure requirements differ from state to state for both general and specialized areas of teaching. A wide variety of careers are available to people trained as teachers. Should you be unable to secure a teaching position or wish to change careers after you have taught, the skills you have acquired in teacher education can be transferred to related occupational areas. No matter what the job market may be at a particular moment, there has never been a surplus of good teachers. Better-prepared teachers will find it easier to gain employment and will improve the teaching profession and its public image” (Ryan & Cooper, 2007, p. 392).

<b>Class Session</b>	<b>Session Content</b>	<b>Reading Assignment</b>	<b>Due</b>
24: Nov 12	Job Options	Ch. 13	
25: Nov 17	Expectations for New Teachers	Ch. 14	
26: Nov 19	<b>Online quiz 6</b>		<b>Observation Report via WebCT</b>
Nov 24	<b>NO CLASS</b>		
Nov 26	<b>NO CLASS</b>		
<b>Class Session</b>	<b>Session Content</b>	<b>Reading Assignment</b>	<b>Due</b>

27: Dec 1	Professionalism	Ch. 15	
28: Dec 3	Why Teach?	Ch. 16	<b>Last Observation Report via WebCT by midnight</b>
29: Dec 8	<b>Online quiz 7</b>		<b>White rubric form and LiveText submission</b>
30: Dec 10	Dispositions Review Modules 1, 2, 3, 4 College Dispositions		<b>Purple Professional Development Sheet and Pink Log Sheet</b>
<b>Thursday Dec 17 12:30 pm- 2:30 pm</b>	<b>Final Exam</b> (chapters 9-16)		

**Suggested Journals for Review:**

Educational Leadership	Social Education	Principal
Journal of Staff Development	Teaching K-8	Instructor
The Clearing House	Educational Forum	Teacher

**Suggested Internet Sites for Review:**

Illinois State Board of Education	American Federation of Teachers
Education Link Library	The Global Schoolhouse
National Education Association	Library of Congress
Global/School Net Foundations	EdLinks
Classroom Connect	

## References

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All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me or contact the Director of Disability Services at 217-581-6583.