

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

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**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*. (7<sup>th</sup> ed.). New York: McGraw/Hill.

Charles, C. M. (2008). *Building classroom discipline*. (9<sup>th</sup> 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](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](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)

**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.
- 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.

<b>Course Core Requirements</b>	<b>Demonstrated Competencies</b>	<b>Aligned Standards</b>
<b>Lesson Plans</b>	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.	<b>IPTS 1, 2, 3, 4, 6</b> <b>ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4</b> <b>ICTS 3A, 3F</b> <b>Dispositions: PTSL, SDE</b>
<b>Classroom Management</b>	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.	<b>IPTS 2, 5, 7</b> <b>ACEI 1, 3.2</b> <b>Dispositions: SDE, IWS, PTSL</b>
<b>Practicum</b>	<ul style="list-style-type: none"> <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>• 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.</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>	<b>IPTS 8, 11, 12</b> <b>ACEI 4, 5.1, 5.2, 5.3, 5.4</b> <b>ICLAS 1, 2, 3</b> <b>ICTS 1,2,3, 5, 7, 8</b> <b>Dispositions; IWS, PEP, EC, PTSL, SDE</b>
<b>Exams</b>	Performance includes demonstration of content knowledge and application.	<b>IPTS 1, 3, 4, 5, 6, 7, 8, 9, 10, 11</b> <b>ACEI 1, 3.1, 3.2, 3.3, 4, 5,</b> <b>Dispositions: EC</b>
<b>Practicum Notebook</b>	The students will document their professional growth through the collection and organization of practicum documents and artifacts.	<b>IPTS 10</b> <b>ACEI 5.1</b> <b>ICTS 1A, 5A, 7A, 7I</b> <b>Dispositions:</b>

		IWS, PEP, EC, PTSL, SDE
<b>Professional Portfolio</b>	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.	<b>IPTS 10, 11</b> <b>ACEI 5.1, 5.4</b> <b>NAEYC 8, 10</b> <b>ICLAS 1, 2, 3</b> <b>ICTS 1A, 5A, 7A, 7I</b> <b>Dispositions:</b> <b>EC, IWS, PEP, PTSL, SDE</b>
<b>Participation</b>	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.	<b>IPTS 10, 11</b> <b>ACEI 5.1</b> <b>NAEYC 1</b> <b>Dispositions: EC, PEP, SDE</b>

<b>Course Core Assignments</b>	<b>Brief Description</b>	<b>-% Grade</b>	<b>300 Points</b>
<b>Lesson Plans</b>	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	<b>20%</b>	<b>60</b>
<b>Classroom Management</b>	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.	<b>20%</b>	<b>60</b>
<b>Practicum</b>	Students will complete a minimum of 45 hours during the assigned practicum. Daily attendance over the course of 3-4 weeks practicum experience is required.	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>20%</b>	<b>60</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>• Log of practicum hours</li> <li>• Lesson plan(s)</li> <li>• Daily reflections <b>10 points</b></li> <li>• Development of teaching materials</li> <li>• Cooperating Teacher's Evaluation</li> <li>• Disposition Rubric</li> <li>• EIU Supervisor's Evaluation <b>25 points</b></li> <li>• Learning Center/Bulletin Board with 6 Activities for use in classroom <b>25 points</b></li> </ul>	<b>20%</b>	<b>60</b>
<b>Professional Portfolio</b>	Performance includes completion of the professional portfolio by selecting artifacts, stating the IPTS competency met by the selected	Pass/Fail	

	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.		
<b>Presentation/Fact Sheet</b>	Current Event Presentation with one page handout for class	<b>15%</b>	<b>45</b>
<b>Active Participation</b>	In class participation and in class activities or short take home assignments as needed	<b>5%</b>	<b>15</b>
<b>DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED</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
- Instructional Technology Center proficiency

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

- Alternative Lesson Plan with Textbook
- Learning Center/Bulletin Board Visual
- Journal Abstract

**Grading Scale: A = 92%-100% (276-300); B = 82%-91% (246-275), C = 72%-81% (216-245), D = 62%-71% (186-215)**

**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 Assessment and Evaluation

- Standardized Testing
- Assessment Programs
- Alternative Assessments

#### Week 8 Learning Communities and Student Motivation

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

#### Week 9 Student Learning in Diverse Classrooms/Differentiating Instruction

- Exceptionalities
- Culture, Ethnicity, Race
- Language Diversity - ELL
- Gender Differences
- Social Class Differences
- Connecting Multiple Methods
- Management and Assessment

#### Week 10 Practicum

#### Week 11 Practicum

#### Week 12 Practicum

#### Week 13 Practicum

#### 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:**

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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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**Tentative Master Calendar for ELE 3000-001**

M/W 8:00-9:40 Coleman 2130

WEEK	DAY	DATE	LECTURE/ACTIVITY	TEXT CHAPTER DUE	Charles Text	ASSIGNMENTS DUE
1	M	8/24	Introduction	Arends Text		
	W	8/26	Goals/Domains/Curriculum			

2	M W	8/31 9/2	ISBE Standards Objectives	Art of Teaching	1	
3	M W	9/7 9/9	HOLIDAY no classes Diverse Classrooms	Diverse Classrooms	2	
4	M W	9/14 9/16	Lesson Plan/LiveText Portfolios/ICPTS	Planning	3	
5	M W	9/21 9/23	Learning Styles ITC	Motivation	4	Lesson Plan
6	M W	9/28 9/30	Classroom Management Classroom Management	Management	5	Ch. 1, 2, 3 & 15
7	M W	10/5 10/7	Assessment Midterm	Assessment	6	Midterm Exam
8	M W	10/12 10/14	Learning Centers Practicum Preparation	Differentiation	13	
9	M F	10/19 10/23	PRACTICUM			
10	M F	10/26 10/30	PRACTICUM			
11	M F	11/2 11/6	PRACTICUM			<i>Observation Learning Center Buddy E-Journal Log</i>
12	M F	11/9 11/13	PRACTICUM			
13	M W	11/16 11/18	Practicum Debriefing Critical Thinking	Collaboration	14	<b><i>Practicum Notebook Log &amp; Co-Op Evaluations Journal Printout Learning Center Lesson Materials</i></b>
14	M F	11/23 11/27	Thanksgiving Break			
15	M W	11/30 12/2	Portfolio Evaluation Professionalism	Teaching Models	7,8,9	Portfolio/PDR Management Plan
16	M W	12/7 12/9	Questioning School Law	Teaching Models	10,11,12	
17	TH	12/17	FINAL EXAM TH – 8:00-10:00			Final Exam

Dates will be assigned for Current Issue presentations.