

Early Childhood, Elementary, and Middle Level Education Department
ELE 3000.003: Instructional Strategies for the Elementary Classroom
Fall 2009

Instructor: Daniel Carter
Location: Buzzard Hall 2441
Time: M,W – 8:00-9:40
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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*. (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.
- 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

Core Assignments	Brief Description	Approximate Weight
Department Lesson Plan	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	60 pts each
Discipline Project	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.	75 pts
Leadership of Discussion	Each student will lead the class in discussion concerning an educational topic of individual choosing. The purpose of the discussion is to facilitate thinking and explore alternate ideas while allowing for equal participation and contribution of opinions and thoughts.	20 pts
In-class Assignments and Quizzes	Daily assignments may be offered in connection with course content. Assignments will be an incorporation of multiple language arts elements. Credit for the assignment is dependent upon attendance.	10 pts each
Idea File	A "file box" that contains fifty teaching ideas will be made by each student. Ideas can be developed on your own, ones obtained from class, or cited from other sources. Be sure to incorporate ideas involving various subject areas, as well as classroom management strategies.	25 pts

<p align="center">Practicum Notebook</p>	<p>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.</p>	<p>Teacher Eval: 60pts Lesson Ob: 60pts Journal/Blog: 30pts Lesson Plans: 60pts Visual Instruction: 25pts</p>
<p align="center">Midterm and Final Exams</p>	<p>The exam consists of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.</p>	<p align="center">75 pts each</p>
<p align="center">Participation/ Goal Activity</p>	<p>All notes, in-class work, and assignments should be kept neatly organized in a three ring binder. These will be reviewed during the final exam and used to aid in evaluating class participation. You also will be expected to establish at least one personal/individual goal for this course, reporting at the end of the semester your attempts and efforts to attain that particular goal.</p>	<p align="center">25 pts</p>

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%

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, and class contributions.

COURSE OUTLINE

A listing of specific assignments and due dates will be presented in class during the first week of the course.

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

Week 9 Student Learning in Diverse Classrooms

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

Week 10 Spring Break

Week 11 Practicum

Week 12 Practicum

Week 13 Differentiating Instruction

- Connecting Multiple Methods
- Flexible Grouping
- Management and Assessment

Week 14 Practicum

Week 15 School Leadership and Collaboration

- Schools as Workplaces
- Organizational Skills
- Personnel Collaboration

Week 16 Teacher Qualities/First-Year Expectations

- Parent-Teacher Conferencing
- Community Relations
- Professional Development

Week 17 Final

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

ELE 3000 References:

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- Bloom, B.S. (1976) *Human characteristics and school learning*. New York: McGraw-Hill.
- 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.
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- Canter, L., & Canter, D. M. (2002). *Assertive discipline: Positive behavior management for today's classroom*. Santa Monica, CA: Canter & Associates.
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- Coloroso, B. (1994). *Kids are worth it! Giving your child the gift of inner discipline*. New York: William Morrow.
- Cummings, C. (2000). *Winning strategies for classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.
- 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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- Epstein, J. L. (2001). School, family, and community partnerships. In M. H. Bornstein (ed.), *Handbook of parenting* (2nd ed). Mahwah, NJ: Erlbaum.
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- Glasser, W. (1993). *The quality school teacher*. New York: Harper Collins.
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- Johnson, D.W., & Johnson, F. P. (2006). *Joining together: Group theory and group skills* (9th ed.). Englewood Cliffs, N. J.: Prentice Hall
- Joyce, B., Weil, M., & Calhoun, E. (2003). *Models of teaching* (7th ed.). Boston: Allyn & Bacon.
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- Lessow-Hurley, J. (2003). *Meeting the needs of second language learners: An educator's guide*. Alexandria, VA: Association for Supervision and Curriculum Development.

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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Nelson, J., Lott, L., & Glenn, H. (2000). *Positive discipline in the classroom*. Rocklin, CA: Prima Publishing.

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Piaget, J. (1963). *Psychology of intelligence*. Paterson, N.J.: Littlefield Adams.

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Slavin, R. E. (1987). *Ability grouping and student achievement in elementary schools: A best-evidence synthesis*. Baltimore: Johns Hopkins University Press.

Slavin, R. (1995). *Cooperative learning* (2nd ed.). Boston: Allyn & Bacon.

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Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

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.
