

**Eastern Illinois University**  
**Early Childhood/Elementary/Middle Level Education Department**  
**ELE 2050 -001: The Whole Child: Teaching and Learning in the Educational Environment**

**Instructor:** Dr. Sham'ah Md-Yunus  
**Office:** 2203 Buzzard  
**Email:** [smdyunus@eiu.edu](mailto:smdyunus@eiu.edu)  
**Office Hours:** M-W: 2-4PM  
**Phone:** 217-581-5728 (Messages Only)  
**Class Meetings:** T & Th: 10-11:15 AM, Buzzard 1140  
**Semester:** Fall 2106

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

**Course Description:** This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begin to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments (3-1-3).

**Purpose/rationale:** This course is driven by the need to prepare teacher candidates for newly designed standards-based requirements. New expectations have a greater emphasis on subject matter mastery, the ability to display critical thinking and writing skills, and providing evidence of understanding the contextual diverse needs of all learners.

**Prerequisites:** The prerequisite for this course is ELE 1050 for EC/ELE/MLE majors. Transfer students can take ELE1050 and ELE 2050 concurrently.

**Prerequisites for Observation:** A background check is required for ELE 2050 before observing in schools. You may not go out to any school for an observation until the Dean's office has your background check on file and your ELE 2050 instructor has received notification from the Dean's office indicating your eligibility for observations.

**Practicum Policy:** You may not enroll more than twice in any undergraduate professional education course that includes a field experience or practicum. If you wish to attempt such a course beyond that limit, you must appeal to the department offering the course. If your request is approved, your department must develop a remediation plan that you must complete prior to re-enrollment.

**Course Textbooks:** Santrock, J. (2016). *Children (13<sup>th</sup> ed.)*. New York, NY: McGraw Hill.

**Supplemental Materials:** none

**Teaching Model:**

The Information-Processing Models

- 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 (pp 10-13).

The Social Model

- When we work together, we generate a collective energy called 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 (pp 13-15).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed.). Boston: Pearson.

**Dispositions:** Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

**Contract of Professional Responsibilities:** Through course work and field experiences you will acquire the knowledge, skills, and behaviors that will help you grow into a dedicated practitioner who provides high quality learning experiences. Field experience placements are offered to teacher candidates that exhibit professional dispositions and a commitment to teaching and learning. As part of the C.O.R.E. requirements you are to read, sign, and agree to a **contract of professional responsibilities**. Failure to fulfill these expectations and responsibilities will result in a cancellation of your field experience placement and if applicable your withdrawal from this course.

**Live Text Assessment and/or Practicum Requirements:** For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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.net/PEAC/pdf/IL\\_prof\\_teaching\\_stds.pdf](http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf)
- Eastern Illinois University Professional Dispositions  
<http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.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)
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- National Association for the Education of Young Children (NAEYC):  
<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education:  
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

#### Outcomes Specific to ELE 2050:

Teacher candidates enrolled in this course will:

1. Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.
2. Recognize and reflect on the impact educational issues have (both current and historical) on children's learning.
3. Interpret how teachers' backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.
4. Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner.
5. Apply professional language and dispositional awareness.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Written Reflective Reports	Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences,	IPTS: 1B, 1E, 1F, 1I, 1K, 2A, 3A, 3F, 3H, 4B, 4D, 4E, 5F,

	<p>prior knowledge, economic circumstances and issues of diversity.</p> <p>Recognize and reflect on the impact educational issues have (both current and historical) on children's learning.</p> <p>Interpret how teachers' backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.</p> <p>Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions, which lead to becoming a reflective practitioner.</p> <p>Apply professional language and dispositional awareness.</p>	<p>8I, 8B, 8M, 9D, 9H, 9I, 9J, 9K, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 2.1, 2.6, 2.7, 3.2, 5.1</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d</p> <p>AMLE: A1a; A1b, A1c, A1d, B3a, B3b, C4a, C4b, C4c, C4d; D5a, D5b, D5c, D5d</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>
Educational Autobiography	The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.	<p>IPTS: 1F, 1I, 3C, 3F, 3H, 6E, 9K, 9T, 9U</p> <p>ACEI: 1.0</p> <p>AMLE: A1a; A1b, A1c, A1d</p>
Regular Journal Entries	Performance includes participation according to instructor guidelines. Reflections are the internalization of the knowledge and pedagogical learning of each participant. Reflections consist of both a description of what happened and a thoughtful analysis of those events for the progress of learning for the child, the class, and the teacher candidate.	<p>IPTS: 1K, 3A, 3C, 3F, 3H, 4H, 5O, 8B, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 5.1</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d</p> <p>AMLE: A1; C4b, C4c; D5a, D5d</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>
Current Event on Relevant	Performance includes analyzing current information as	IPTS: 2A, 2D, 2N,

Educational Topics	presented by the media and their influence on education.	6S,
Quizzes and Exams	The students will demonstrate their content knowledge of child development within an educational setting through the completion of varying assessment tools.	<p>IPTS: 1A, 1B, 1C, 1E, 1I, 2A, 2C, 2D, 2E, 2G, 2H, 3A, 3C, 3F, 4F, 4H, 5A, 5B, 5O, 6C, 7A, 8B, 8E, 8F, 8M, 9B, 9F, 9H</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D</p> <p>ACEI: 1.0, 3.2</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a</p> <p>AMLE: A1; B3; C4a, C4b, C4c, C4d D5</p>

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Written Reflective Reports	Comprehensive Written Reflective Reports on 30 hours of assigned Field Experiences (total of five 3-page reports, one specific report for each age/grade level). Specific instructions on submitting the reports will be provided by the instructor.	100 (20 points for each report)  10/2, 10/16, 10/30, 11/13, 11/27	25%
Educational Autobiography	Through reflection, students will analyze their personal educational experiences to gain insight for future professional practice. Your course instructor will provide specific instructions. This paper will be a minimum of 5 pages, double-spaced, 12-point font, Times New Roman, and one-inch margins.	20  11/6	10%
30 hours of documented observation time	Students will log in 30 hours of observation time in Birth through Grades 8. Teacher signature verifying attendance, professional appearance, and engagement with class is required for each observation. Most of these observations will be done in the Charleston/Mattoon area. Observation hours may not take place during ELE 2050 class time or during any of your other regularly scheduled classes. Observation hours required: Birth – Age 2: 5 hours Ages 3- 5: 5 hours	Dates to be announced in class	Required to pass the course

	<p>Kindergarten – Grade 2: 5 hours  Grade 3 – Grade 5: 5 hours  Grade 6 – Grade 8: 5 hours  Instructor Choice (Birth through Grades 8): 5 hours  Students wanting to schedule hours while at home (maximum of 15 hours) will need to make early arrangements through the CEPS Dean's Office. All schools visited must have approval prior to your observations.  The instructor will provide specific sign-up information for observations.</p> <p>Students will be required to keep a log sheet for each visit. All parts of the log sheet must be completed including the cooperating teacher's signature. Log sheets will be submitted to your instructor on the same dates as your written reflective reports. Specific instructions for submitting the log sheets will be provided by your instructor.</p>		
Regular Journal Entries via Log Sheets	<p>Maintain on-going reflection about field placement experiences (teacher dispositions, classroom management, student-teacher interaction) and course content (child development and educational issues). You will need to write a reflection of each hourly observation on your log sheet.  You will need to write a minimum of 100 word reflection of each hourly individual observation. The reflection must be submitted in class, using your log sheet, by assigned due dates. For each hour of observation, your written report will begin with a statement including date of observation class size, and age/grade level. Reflect upon the learning you observed, using concrete examples as evidence. For example, you may provide student responses, student engagement, questions/answers, and participation. Instead of stating "everyone was good", be specific about behaviors. Do not make blanket judgments or statements about the students, teacher(s), or school.</p> <p>Reflections should reflect student-to-student interactions, student-teacher interactions, socioemotional development, cognitive development, and physical development.</p>	<p>See course assignment</p> <p>Due dates to be announced in class</p>	10%
Current Event on Relevant Educational Topics	<p>Summarize current information as presented by the media and reflect on its impact on education.  Your instructor will provide specific instructions.</p>	<p>10.  See sign-up sheet for the due date</p>	5%
Professional Development Requirement	<p>Students will be expected to attend at least one student professional development meeting and have at least 3 hours of involvement with children through community outreach during the semester. Verification documents will be required.  You may find some opportunities to volunteer at the following website: <a href="http://www.eiu.edu/volunteer/">http://www.eiu.edu/volunteer/</a> (Remember, volunteer hours must have involvement with children. Not all volunteer hours listed on this website include working with children.)</p>	No points	Required to pass the course

Quizzes and Exams	Quizzes and Exams on Course Content.	See details in the course assignment descriptions	40%
Participation/ Attendance	Participation in class discussions on a regular basis is expected. I point off for being absent including emergency and EIU official duty. However, students can do “make-up work” to cover absences because of emergencies and ELI official duties.	10	10%
The individual instructor will provide detailed instructions and expectations for each assignment.			

This course is **writing active** because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Written Reflective Reports, Educational Autobiography, Current Event and Quizzes/Exams.

**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.

#### **Instructor’s Policies for the Course as Appropriate (attendance, late assignments, etc.):**

- **Electronic Devices Policy:** Using electronic devices are **strictly prohibited** in this class except for the accommodations purposes or with the permission of the instructor.
- **Late Assignment Policy:** This class utilized the D2L. All assignments are due on the date indicated in the D2L. **NO LATE WORK WILL BE ACCEPTED.**
- **Attendance Policy:** Attendance is **mandatory** for this class. If you absent, please bring proof of absences and I will allow you to do a “make-up work.”

**Grading Scale:** Students will need to participate productively in class, attend class consistently and complete all assignments satisfactorily, demonstrating effective critical thinking, critical writing and reflection.

The grading scale for this course will be: A = 93%-100%, B= 84%-92%, C= 75%-83%, D= 66%-74%, F = Below 66%

### **COURSE OUTLINE**

#### **Week 1**

- **Educational Beginnings**
- Historical
- Political
- Philosophical issues

#### **Week 2**

- **Professional Behavior**
- ⇒ Dispositions
- ⇒ Advocate for students (e.g. mandatory reporting, sexual misconduct, corporal punishment, confidentiality)
- ⇒ Collaboration
- ⇒ Learning communities
- ⇒ Reflection
- ⇒ Openness to diversity
- ⇒ Ethical behavior including the use of digital tools
- ⇒ Impacts personal perspectives and biases have on one’s teaching

**Week 3**

- **Current Trends in Education**
  - ⇒ Illinois Teacher Performance Standards
  - ⇒ Test of Academic Proficiency
  - ⇒ Response to Intervention (problem solving teams)
  - ⇒ Common Core State Standards (Introduction to standards, website, purpose)
  - ⇒ Teacher Proficiency Assessment
  - ⇒ Standards-Based Movement
  - ⇒ Qualities of effective schools and teachers

**Week 4**

- **Educational Theories and Theorists in Curriculum Development and Instruction**
  - ⇒ Dewey
  - ⇒ Bloom
  - ⇒ Mann
  - ⇒ Committee of Ten
  - ⇒ Froebel
  - ⇒ Montessori
  - ⇒ Reggio, Rousseau
  - ⇒ Pestalozzi
  - ⇒ Locke

**Week 5**

- **Child Development Theories and Theorists**
  - ⇒ Psycho-Analytic/Freud
  - ⇒ Cognitive Developmental/Piaget
  - ⇒ Classical Conditioning/Pavlov
  - ⇒ Socio-Cultural/Vygotsky
  - ⇒ Behaviorism/Watson and Skinner
  - ⇒ Social-Cognitive/Bandura
  - ⇒ Ethological/Lorenz
  - ⇒ Ecological/Bronfenbrenner
  - ⇒ Psycho-Social/Erikson
- **Current Debates in Child Development**
  - ⇒ Nature/nurture controversy
  - ⇒ Continuity/discontinuity controversy
  - ⇒ Active/passive controversy

**Week 6**

- **Assessing Children's Development**
  - ⇒ The importance of child study
  - ⇒ Typical/atypical development
  - ⇒ Ways to gather information on children including universal screening, curriculum-based assessment, and progress monitoring
  - ⇒ How learning takes place
  - ⇒ Importance of play
  - ⇒ Effects of abuse and/or challenging home environments on development
  - ⇒ Effects of diversity (e.g. race and ethnicity, socioeconomic status, English Language Learners, gender, gender identity) that each child brings to learning across the curriculum

**Week 7**

- **The Whole Child: How Theory Impacts Learning**

**Week 8**

- **School Curriculum**
  - ⇒ How it is used to guide what is taught
  - ⇒ How children are assessed
  - ⇒ How teachers use this information to inform their instruction to meet the needs of all learners
  - ⇒ Differentiated instructional practices
  - ⇒ Collaboration/co-teaching

**Week 9**

- **Biological Beginnings**
  - ⇒ Evolutionary perspective on development
  - ⇒ Genetic foundations of development
  - ⇒ Dominant/recessive genes
  - ⇒ Reproductive challenges/choices
  - ⇒ Effects of teratogens on organogenesis

**Week 10**

- **Conception and Prenatal Development**
  - ⇒ Fertilization
  - ⇒ Cell differentiation
  - ⇒ 3 periods of development
  - ⇒ Nutrition
  - ⇒ Brain development
  - ⇒ Myelination

**Week 11**

- **Birth through the Toddler Years**
  - ⇒ 3 stages of birth
  - ⇒ Various birthing methods
  - ⇒ Assessing the newborn
  - ⇒ Premature/full term births
  - ⇒ Personality characteristics based on genetics
  - ⇒ Bonding
  - ⇒ Physical/cognitive/socio-emotional development
  - ⇒ Importance of physical activity and play

**Week 12**

- **Classroom Implications of Physical/Motor Development in Children – Birth Through Adolescence**
  - ⇒ Age trends
  - ⇒ Individual differences
  - ⇒ Physical activity
  - ⇒ Health challenges
  - ⇒ Learning strategies to promote motor development in the classroom

**Week 13**

- **Classroom Implications of Cognitive Development in Children – Birth Through Adolescence**
  - ⇒ Development of schema
  - ⇒ Speech/language development
  - ⇒ Memory
  - ⇒ Development of learning skills including critical thinking and problem solving



- ⇒ Cognitive processes needed to master the Common Core Learning Standards
- ⇒ Strategies to support cognitive development in the classroom

#### **Week 14**

- **Classroom Implications of Emotional Development in Children – Birth Through Adolescence**

- ⇒ Age trends
- ⇒ Emotional regulation
- ⇒ Discipline
- ⇒ Emotions/thoughts
- ⇒ Strategies to support emotional development in the classroom and to maximize student engagement and attentiveness

#### **Week 15**

- **Classroom Implications of Social Development in Children – Birth Through Adolescence**

- ⇒ Age trends
- ⇒ Importance of friends/peers
- ⇒ Moving beyond the home environment
- ⇒ Pro-social/anti-social behavior
- ⇒ Learning and behavior
- ⇒ Social identity
- ⇒ Self efficacy
- ⇒ Strategies to support social development in the classroom

#### **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.

#### **Students with Disabilities**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment."

#### **ELE 2050 References**

**\*Denotes Unit Conceptual Framework References**

Adler, M. (1977). *Reforming education*. New York: Macmillan.

Adler, M. (1982). *The Paideia proposal*. New York: Macmillan.

- \*Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, N.J: Prentice Hall.
- \*Banks, J. A. & Mc Gee Banks , C. A. (Eds.). (1997). *Multicultural education*. Boston: Allyn and Bacon.
- Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education*, 27 (2), 139-153. doi 10.1080/01587901600789498
- Best, A.L. (2000). *Prom night: Youth, schools, and popular culture*. New York: Rutledge Press.
- Bissinger, H.G. (1990). *Friday night lights: A town, a team, and a dream*. Reading, MA: Addison-Wesley.
- Biswas-Diener, R. (2011). Manipulating happiness: Maria Montessori. *International Journal of Wellbeing*, 1(2), 214-225. doi 10.5502/ijw.v1i2.4
- Bosch, K. & Kersey, K. (2000). *The first year teacher: Teaching with confidence*. Washington, DC: National Education Association.
- Crain, W. (2000). *Theories of development* (4th ed.). New Jersey: Prentice-Hall, Inc.
- DeThorne, L.S., Johnson, C.J., Walder, L., & Mahurin-Smith, J. (2009). When “simon says’ doesn’t work: Alternatives to Imitation for facilitating early speech development. *American Journal of Speech-Language Pathology*, 18, 133-145.
- Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.
- \*Eisner, E. (1994). *The educational imagination*. New York: Macmillan.
- \*Erikson, E. (1963). *Childhood and Society*. New York: W.W. Norton & Company, Inc.
- Fox, J.K., Warner, C.M., Lerner, A.B., Ludwig, K., Ryan, J.L., Colognori D., Lucas, C.P., &
- Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed.). Boston: Allyn & Bacon.
- Freud, S. (1962). *The ego and the id*. New York: W.W. Norton and Company, Inc.
- Gardner, H. (1993). *Multiple intelligences*. New York: Basic Books.
- Genesee, F., Lindholm-Leary, K., Saunders, B., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge University Press
- Gilbert-Barnes, Enid. (2010). Teratogenic causes of malformations. *Annals of Clinical & Laboratory Science*, 40(2), 99-114.
- \*Glasser, W. (1969). *Schools without failure*. New York: Harper & Row.

- \*Glasser, W. (1986). *Control theory in the classroom*. New York: Harper & Row.
- \*Glasser, W. (1990). *The quality school*. New York: Harper & Row.
- \*Good, T. & Brophy, J. (1997). *Looking in classrooms*. New York: Longman.
- \*Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill.
- Graziano, K.J., & Navarrete, L.A. (2012). Co-teaching in a teacher education classroom: Collaboration, compromise, and creativity. *Issues in Teacher Education*, 21(1), 109-126.
- Hirsch, E.D. (1987). *Cultural literacy*. Boston: Houghton Mifflin.
- Hodgkinson, H. (1993). American education: The good, the bad, and the task. *Phi Delta Kappan*, 74, 620.
- Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (2007). *The Power of observation for birth through eight* (2nd ed.). Washington, DC: Teaching Strategies, Inc. (Original work published 1999)
- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson
- John, A. (2000). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards"*. New York: Houghton Mifflin.
- \*Kohlberg, L. (1981). *The philosophy of moral development*. San Francisco: Harper Row.
- Kozol, J. (1991). *Savage inequalities*. New York: Crown Publishers.
- Kozol, J. (2000). *Ordinary resurrections*. New York: Crown Publishers.
- Ledoux, S.F. (2012). Behaviorism at 100. *American Scientist*, 100, 60-65. Retrieved from [www.americanscientist.org](http://www.americanscientist.org)
- Logan, S.W., Robinson, L.E., Wilson, A. E., & Lucas, W.A. (2011). Getting the fundamentals of movement: A meta-analysis of the effectiveness of motor skill intervention in children. *Child: Care, Health, and Development*, 38(3), 305-315. doi 10.1111/j.1365-2214.2011.01307.x
- Lortie, D. (1975). *Schoolteacher*. Chicago: University of Chicago Press.
- McLaughlin, M. & Overturf, B.J. (2012). The common core: Insights into the k-5 standards. *The Reading Teacher*. 66(2), 153-164. doi 10.1002/TRTR.01115
- McMaster, K.L., Du, X., Parker, D.C., & Pinto, V. (2011). Using curriculum-based measurement for struggling beginning writers. *Teaching Exceptional Children*, 44 (2), 26-34.
- Meisels, S. J., & Atkins-Burnett, S. (2005). *Developmental screening in early childhood: A guide* (5<sup>th</sup> ed.). Washington, DC: National Association for the Education of the Young Child. (Original work published 1980)

- Montgomery, W. (2001). Creating culturally responsive, inclusive classrooms. *Teaching Exceptional Children*, 33(4), 4-9.
- \*Pavlov, I. P. (1927). *Conditioned reflexes*. London: Oxford University Press.
- \*Piaget, J. (1932). *The moral judgment of the child*. New York: Harcourt Brace Jovanovich.
- \*Piaget, J. (1952). *The origin of intelligence in children*. New York, International Universities Press.
- \*Piaget, J. & Inholder, B. (1969). *The psychology of the child*. New York: Harper and Row.
- Porter, A., McMaken, J., Hwang, J., & Yang, R. (2011). Common Core Standards The New US Intended Curriculum. *Educational Researcher*, 40(3), 103-116.
- Ravitch, D. (2000). *Left back: A century of failed reforms*. New York: Simon & Schuster.
- Rothman R. (2012). *Nine ways common core will change classroom practice* Boston: Harvard Education Press.
- Sizer, T. R. (1985). *Horace's compromise*. Boston: Houghton Mifflin.
- \*Skinner, B.F. (1968), *Technology of teaching*. New York: Appleton, Century Croft.
- Spring, J. (2000). *The American school, 1642-2000* (5<sup>th</sup> Edition). New York: McGraw-Hill.
- Taylor, A., Atkinda, R., Kumar, R., Adams, D., & Glover, V. (2005). A new mother-to-infant bonding scale: Links with Early maternal mood. *Archives of Women's Mental Health*, 8, 45-51. doi 10.1007/s00737-005-0074-z
- Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA: MIT Press
- Weindling, M. (2010). Insights into early brain development from modern brain imaging and outcome studies. *Foundation Acta Paediatrica*, 961-966. doi 10.1111/j.1651-2227.2010.01785.x

### Contract of Professional Responsibilities

Teacher candidates are enrolled at EIU and are placed, evaluated, and graded by the course instructor. Therefore, as a teacher candidate enrolled in ELE 2050, I (\_\_\_\_\_ ) will:

(Print Name)

#### Field Experience Expectations:

- If not already completed in the last year at EIU, complete a background check within the first three weeks of the semester
- Sign up for observation hours by 9 a.m. on the Friday the week prior to observing
- Ensure observations are not scheduled during any of my EIU class times
- Ensure I do not schedule advisor appointments, assessments, work, or any other type of meeting during class time or during already scheduled observation hours
- Arrive on time as scheduled during field experiences and complete a minimum of 30 clock hours of observations (i.e., Birth – Age Two: 5 hours; Ages Three - Five: 5 hours; Kindergarten – Grade Two: 5 hours; Grade Three – Grade Five: 5 hours; Grade Six – Grade Eight: 5 hours: and Instructor Choice (Birth through Grade Eight: 5 hours)
- Dress professionally and follow the school's dress code
- Protect student privacy
- Demonstrate positive dispositions toward the students, faculty, staff and community/school environment (<http://www.eiu.edu/clinical/dispositions.php>)
- Follow all guidelines and professional requirements as stated in the syllabus including LiveText submissions
- Turn off cell phones and other electronic devices while on school grounds
- In the case of absence or emergency, notify the cooperating teacher/school, the course instructor, and Mrs. Flood of any absence prior to the start of the field experience that day. Course instructors and Mrs. Flood must be provided written documentation within 24 hours. Any hours missed must be rescheduled at a time that does not conflict with EIU classes and must be rescheduled through the online registration system.
- Understand that missing an observation for an unexcused reason will result in the following:  
1<sup>st</sup> offense – verbal documented warning; 2<sup>nd</sup> offense – written warning on \*\*disposition form (form stays in department); 3<sup>rd</sup> offense – \*\*Dispositional form completed with Step 2 being followed, student must develop a written Action Plan and meet with the department chair  
\*\*refers to Dispositions Referral Procedure for Teacher Education Students located at <http://www.eiu.edu/clinical/dispositions.php>

I understand that in order to be placed or continue in field experiences, I must maintain these professional responsibilities in ALL classes:

- Attend and actively participate
- Exhibit positive dispositions
- Maintain no less than a “C” average

I understand that all dates for assignments are stated in the syllabus and if professional requirements have been completed in less than a satisfactory manner, no more than a “D” may be earned in the class regardless of the number of points earned.

---

Teacher Candidate Signature

---

Date