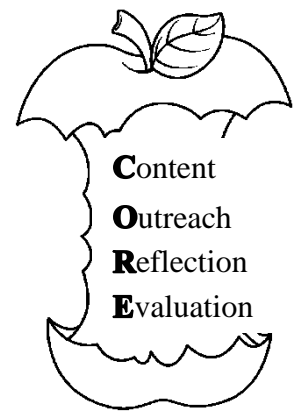


Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE 3100.002: Instructional Strategies for the Elementary Classroom



Instructor: Daniel Carter, PhD

Office: Buzzard Hall 2176

Email: djcarter@eiu.edu

Office Hours: M,T – 11:45-12:45; W – 3:30-5:30

Office Phone: 217-581-5728 (Messages Only) **Cell Phone:** 217-549-4959

Class Meetings: Buzzard Hall 2440– M,W 10:00-11:40

**Four week practicum begins October 24th Monday through Friday and
continues through November 18th**

Semester: Fall 2016

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 art. (3-3-4)

Prerequisites: ELE 1050, ELE 2050 and ELE 3050. 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 theories and best practices to teacher candidates. Teacher candidates will develop an understanding of their role as an educational leader and decision-maker who both directly affects the students and influences the presentation of subject matter. The course will offer a broad spectrum of instructional methodologies and approaches that are workable in today's diverse classrooms.

Course Textbooks:

Charles, C. M. (2014). *Building classroom discipline*. (11th ed.). Boston, MA: Pearson Education, Inc.

Orlich, D., Harder, R.J., Callahan, R.C., Trevisan, M.S., Brown, A.H. (2010). *Teaching strategies: A guide to effective instruction* (9th ed.). Boston, MA.: Wadsworth, Cengage Learning.

Supplemental Materials:

Live Text Account

Professional Portfolio Packet

Teaching Model:

The Social Models

- 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).

The Behavioral Models

- Because these models concentrate on observable behavior and clearly defined tasks and methods for communicating progress to the student, this family of teaching models has a firm research foundation. Behavioral techniques are appropriate for learners of all ages and for an impressive range of educational goals (p 18).

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, the ability to provide varied teaching practices evidenced in a

supportive and encouraging environment. Failure to adequately meet dispositional requirements will lead to remedial requirements set forth by the instructor.

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_std.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
- 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.naeyc.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education: <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

Outcomes specific to ELE 3100:

- Teacher candidates will be able to design and implement effective learning opportunities and environments that encourage students' development of critical thinking, problem solving and performance skills.
- Teacher candidates will demonstrate understanding of the New Illinois Learning Standards (NILS)/Common Core State Standards and MTSS (Multi-tiered System of Supports/RTI (Response to Intervention) principles and apply these while developing lesson plans
- Teacher candidates will be able to create instructional opportunities that meet the needs of diverse students based on the cultural, developmental, and language needs of the student.
- Teacher candidates will demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.
- Teacher candidates will demonstrate proficiency in the content areas they will teach
- Teacher candidates will create and use assessments to plan, evaluate and strengthen instruction.
- Teacher candidates will reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs.
- Teacher candidates will plan and implement research-and/or best practice-based management strategies that establish routines and procedures effectively use time, space and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning.
- Teacher candidates will create positive collaborative relationships with families, colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of *all* children.
- Teacher candidates will model appropriate professional dispositions.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Lesson Plans	Teacher candidates will develop lesson plans in the department approved format incorporating the New Illinois Learning Standards (NILS)/Common Core State Standards. Focus is on incorporating research-based best practices, MTSS (Multi-tiered System of Supports/RTI (Response to Intervention) principles, alignment of learning objectives, instructional strategies and assessment processes to foster the development	IPTS 1B, 1H, 2B, 3A, 3B, 3C, 3I, 3L, 5C, 5E, 6F, 6G, 6H, 6I, 6J, 7B, 7E ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 4.0

	of students' inquiry, higher-order thinking, and collaborative problem-solving skills.	NAEYC 1c, 3a, 4c, 5a, 5b, 5c Dispositions: PTSL, SDE
Classroom Management	After reviewing various models of classroom management, teacher candidates will develop their own plan for classroom management, creating a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning for ALL learners in their classrooms.	IPTS 4A, 4D, 4G, 4J, 5E, 5F, 9B ACEI 3.4 NAEYC 1c, 4a SEL 1A, 2A, 2B, 2D Dispositions: SDE, PTSL
Field experience	<ul style="list-style-type: none"> Performance includes completing a “context for learning” report modeled after the edTPA template for “Context for learning.” Through this report, teacher candidates will provide information regarding the school, the classroom and the students. 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. Teacher candidates will engage in self evaluations as directed by the university supervisor. Participants will study the C.O.R.E. 2 Field Experience rubric which the classroom teacher will use to evaluate their field experience 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 1A, 1B, 1C, 1D, 1E, 1K, 2K, 2L, 2M, 2Q, 3A, 3B, 3H, 3I, 3K, 3N, 3Q, 4A, 4D, 4E, 4G, 4O, 5F, 5I, 5K, 5R, 5S, 6A, 6F, 6H, 6I, 6Q, 6R, 7A, 7B, 7E, 7L, 7O, 7K, 8J, 8K, 8M, 8R, 9H, 9K, 9S ACEI 3.1, 3.2, 3.3, 3.4, 4.0, 5.1, 5.2 NAEYC 1b, 1c, 3b, 3c, 4c, 4d, 5a, 5b, 5c, 6b SEL 2C, 3A, 3B Dispositions: IWS, PEP, EC, PTSL, SDE
Exams	Performance includes demonstration of content knowledge and application. Test items in the exams will include assessment of content related to Academic Vocabulary, text-dependent questions and Common Core shifts.	IPTS 1A-G, 2A – H, 3A, 3C, 4A-D, 5A-E, 7A-D, 8 A-E, 9A-B ACEI 1.0, 3.1, 3.2, 3.3, 4.0 NAEYC 1b, 3a, 4b, 5b Dispositions: EC, PEP

Field experience Notebook	Teacher candidates will document their professional growth through the collection and organization of field experience documents and artifacts.	ACEI: 5.1 IPTs: 9K, 9O NAEYC 4d, 6b Dispositions: SDE, PEP
Professional Portfolio	Collection and organization of artifacts and successful completion of the Professional Development Requirements (as documented in the PDR sheet) to document competencies which are based on the Professional Teaching Standards.	IPTS 9D, 9K, 9O ACEI 5.1 NAEYC 1c, 3b, 4d, 6c SEL 1C Dispositions: EC, PEP
Participation	Performance includes presence and contribution during class meetings and support of peers. Focus is on responsible, enthusiastic, and effective communication and cooperation with classroom instructors and peers.	ACEI: 5.1 IPTs: 9I, 9P, 9T NAEYC 6b, 6c SEL 1A, 1C. 2A, 2C Dispositions: EC, PEP, SDE

Course Core Assignments	Brief Description	Points
Lesson Plans	The lesson plan/s will be designed according to the format established by the EC/ELE/MLE department incorporating the common core state standards and other relevant Illinois Learning standards and evidence-based strategies. 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. Focus is on incorporating research-based best practices, Response to Intervention principles, alignment of learning objectives, instructional strategies and assessment processes to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.	60 pts each
Classroom Management	Based on text, practicum experience, and classroom discussion, teacher candidates will be expected to design a classroom management 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.	50 pts
Practicum	Teacher candidates will complete a minimum of 45 hours during the assigned practicum. Daily attendance over the course of 4 week practicum experience is required.	Pass/Fail
Exams	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.	50 pts each
Practicum Notebook	<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. The practicum notebook requires:</p> <ul style="list-style-type: none"> • "Context for learning" report • Log of practicum hours • Lesson plan(s) • Reflections – Prompts for reflections will be based on selected edTPA prompts from Tasks 1 and 2 as directed by the instructor • Development of teaching materials • Cooperating Teacher's Evaluation • Disposition Rubric • EIU Supervisor's Evaluation 	<p>110 pts total Mandatory positive recommendations and evaluations resulting from practicum are necessary to advance within the program</p>
Professional Portfolio and PDR sheet	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.	Pass/Fail
Idea File	A "file box" utilizing Pinterest or other collection tool 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
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

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

Attendance Policy:

Students are expected to notify the instructor prior to any absence. If a second absence occurs or late-arrival occurs without prior notification, a dispositional referral may be completed upon which a meeting with the department chair will

be mandated. Unexcused absences impact the participation grade and forfeit points potentially earned for in-class assignments and quizzes on the days of occurrence.

Grading Scale:

A student must maintain a “C” average in all course work to be placed/continue in field experience.

A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below.

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
- MTSS (Multi-tiered System of Supports/RTI (Response to Intervention) principles

Weeks 3 and 4: Lesson Planning

- Introduction of EIU Lesson Plan Format
- Learning Objectives
- Overview of New Illinois Learning Standards (NILS)/Common Core State Standards
 - Common Core Shifts in Language Arts
- Curricular Expectations
- Alignment of Objectives, Instructional practices and assessments

Week 5 Direct Instruction and Alternative Learning Models

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

Week 6 Classroom Management

- Theories and Research
- Preventative Measures
- Managing Disruptive Behavior

Week 7 Classroom Management

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

Week 8 Field experience

Week 9 Field experience

Week 10 Field experience

Week 11 Assessment and Evaluation

- Standardized Testing
- Assessment Programs
- MTSS (Multi-tiered System of Supports/RTI (Response to Intervention) Processes
- Alternative Assessments

Week 12 Learning Communities and Student Motivation

- Strategies for Motivating

- Intrinsic Values and Students' Interests
- Building Classroom Community

Week 13 Student Learning in Diverse Classrooms

- Exceptionalities
- Culture, Ethnicity, Race
- Cultural and Linguistic Diversity - ELL
- Gender Differences
- Social Class Differences

Week 14 Differentiating Instruction

- Connecting Multiple Methods
- Flexible Grouping
- Management and Assessment

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

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

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) 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 9th 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 3100 References:

***Denotes Unit Conceptual Framework References**

Allington, R. L. (2012). *What really matters in response to intervention: Research-based programs*. Boston: Pearson.

Allyn, P. (2013). *Be core ready: Powerful effective steps to implementing and achieving the common core state standards*. Boston: Pearson.

Bergen, D. (1993/1994). Authentic performance assessments. *Childhood Education*, 70, 99- 102.

*Bloom, B. S. (Ed.) (1956). *Taxonomy of educational objectives. Handbook 1: Cognitive domain*. New York: David McKay.

- 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.
- *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.
- 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.
- Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- *Doyle, W. (1986). Classroom organization and management. In M.C. Wittrock (Ed.), *Handbook of research on Teaching* (3rd ed). New York: MacMillan.
- *Dunn, K., & Dunn, R. (1978). *Teaching students through their individual learning styles*. Reston, VA.: National Council of Principals.
- Eggen, P. D. & Kauchak, D. P. (1996). *Strategies for teachers: Teaching content and thinking skills*. Boston, MA: Allyn and Bacon.
- Epstein, J. L. (2001). School, family, and community partnerships. In M. H. Bornstein (ed.), *Handbook of parenting* (2nd ed). Mahwah, NJ: Erlbaum.
- Friend, M., & Bursuck, W. (2006). *Including students with special needs: A practical guide for classroom teachers* (4th ed.). Boston: Allyn & Bacon.
- *Glasser, W. (1993). *The quality school teacher*. New York: Harper Collins.
- *Hunter, M. C. (1982). *Mastery teaching*. El Segundo, C.A.: TIP Publications.
- *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.

- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.
- 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.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Nelson, J., Lott, L., & Glenn, H. (2000). *Positive discipline in the classroom*. Rocklin, CA: Prima Publishing.
- Petch-Hogan, B., & Haggard, D. (1999). The inclusion debate continues. *Kappa Delta Pi Record*, 35, 128- 131.
- *Piaget, J. (1963). *Psychology of intelligence*. Paterson, N.J.: Littlefield Adams.
- Reisser, R.A. & Dick, W. (1996). *Instructional planning: A guide for teachers*, (2nd ed.). Boston, MA: Allyn and Bacon.
- *Rosenshine, B. (1979). Content, time and direct instruction. In P. L. Peterson & H. J. Walberg (Eds.), *Research on teaching*. Berkeley, C.A.: McCutchan.
- Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd). New York: MacMillan.
- *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.
- Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tinajero, J. V., & Nagel, G. (1995). "I never knew I was needed until you called!": Promoting parent involvement in schools. *The Reading Teacher*, 48, 614-617.
- 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.
- Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Today's standards for teaching and learning in America's schools* (4th ed.). Portsmouth, NH: Heinemann

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 (C.O.R.E. 2),

I (_____) will:

Print Name

Field Experience Expectations:

- Arrive before _____ and stay until _____ every day (Monday through Friday when school is in session) during field experiences and will complete a minimum of _____ clock hours
- Dress professionally and follow the school's dress code
- Carefully plan and implement lessons to encourage student engagement and learning
- 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 and the course instructor of my absence prior to the start of the field experience that day. Course instructors 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 is approved by the cooperating teacher.
- Understand that, as stated in the syllabus, a positive referral from the field experience cooperating teacher is needed along with my instructor's referral to continue in the teacher education program.

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

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

NOTE: I understand that scheduling meetings (e.g., with my student teaching coordinator) and/or scheduling appointments (e.g., registering to take a content test) during any class meeting times reflects negatively on my commitment to teacher education and does not represent the dispositions necessary for success in the program. Therefore, I agree to not allow other commitments to interfere with my regular class attendance.

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)