

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

**Instructor:** Dr. Carrie Dale  
**Office:** 2201 Buzzard  
**Email:** cmdale@eiu.edu  
**Office Hours:** M/W 9:00-10:00; M 2:30-3:30; T/TH 11:45-12:45  
**Phone:** 217-581-5728 (Messages Only)  
**Class Meetings:** M/W 10:00-11:15 am  
**Semester:** spring 2017

**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:** Course Packet

**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.nocate.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 | <p>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.</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>IPTS: 1B, 1E, 1F, 1I, 1K, 2A, 3A, 3F, 3H, 4B, 4D, 4E, 5F, 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> |

| Course Core Requirements                     | Demonstrated Competencies  | Aligned Standards   |
|--|--|---|
| Educational Autobiography                    | The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.   | IPTS: 1F, 1I, 3C, 3F, 3H, 6E, 9K, 9T, 9U<br><br>ACEI: 1.0<br>AMLE: A1a; A1b, A1c, A1d   |
| 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. | IPTS: 1K, 3A, 3C, 3F, 3H, 4H, 5O, 8B, 9T<br><br>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C<br><br>ACEI: 1.0, 5.1<br><br>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d<br><br>AMLE: A1; C4b, C4c; D5a, D5d<br>Dispositions: IWS, PEP, EC, PTSL, SDE                   |
| Current Event on Relevant Educational Topics | Performance includes analyzing current information as presented by the media and their influence on education.   | IPTS: 2A, 2D, 2N, 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.   | 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<br><br>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D<br><br>ACEI: 1.0, 3.2<br><br>NAEYC: 1a, 1b, 2a, 3a, 4a<br><br>AMLE: A1; B3; C4a, C4b, C4c, C4d D5 |

| 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.  | 10 points each<br><br>2/15, 3/22, 4/3, 4/12, 4/25 | 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.   | 25 points<br><br>4/5                              | 10%                         |
| 30 hours of documented observation time | <p>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.</p> <p>Observation hours required:<br/>           Birth – Age 2: 5 hours<br/>           Ages 3- 5: 5 hours<br/>           Kindergarten – Grade 2: 5 hours<br/>           Grade 3 – Grade 5: 5 hours<br/>           Grade 6 – Grade 8: 5 hours<br/>           Instructor Choice (Birth through Grades 8): 5 hours</p> <p>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> | Last due date 4/25                                | Required to pass the course |
| 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>   | 5 points per module<br><br>Last due date is 4/25  | 10%                         |

| Course Core Assignments  | Brief Description  | Points/Due Date                | Approximate Weight          |
|--|--|--------------------------------|-----------------------------|
| Current Event on Relevant Educational Topics   | Summarize current information as presented by the media and reflect on its impact on education.<br>Your instructor will provide specific instructions.   | 5 points<br><br>Due dates vary | 5%                          |
| Professional Development Requirement   | 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.<br>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.) | 4/23                           | Required to pass the course |
| Quizzes and Exams  | Quizzes and Exams on Course Content.   | Various weights and due dates  | 40%                         |
| Participation  | Participation in class discussions on a regular basis is expected.   | daily                          | 5%                          |
| 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.):** Due dates are firm. No early/late taking of quizzes or exams. Attendance and active participation are required.

**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%

#### Summary of Assessments:

1. 5 (five) minimum 3-page written reports, one for each module – 50 possible points
2. Educational Autobiography – 25 possible points
3. 30 hours of documented observation time, broken up by 5 age levels – mandatory to pass the course
4. Regular journal entries for each observation, as recorded on log sheets – 25 possible points
5. Current Event – 5 possible points
6. Professional Development Requirement – mandatory to pass the course
7. Quizzes – 7 quizzes at 15 points each – 105 possible points
8. Exams – midterm and final at 30 points each – 60 possible points
9. Participation – 15 possible points
10. \*Extra credit – up to 16 extra credit points available throughout the semester

**Total possible points** (not including extra credit): **285**

# Tentative calendar

| Class Session       | Topic/Content  | Be Prepared to Discuss  | Due   |
|---------------------|--|---|---|
| <b>1: M Jan 9</b>   | Introduction<br>Syllabus<br>D2L  | PDR<br>Participation<br>Discuss Current Event<br>Sign up for Current Event<br>Discuss 30 hours of observation   | Make arrangements for fingerprinting if you haven't been cleared yet.   |
| <b>2: W Jan 11</b>  | Educational Beginnings, part 1<br>✓ Historical<br>✓ Political<br>✓ Philosophical | <b>Use lecture notes (D2L)</b><br>Discuss regular Journal Entries on log sheets   | Make arrangements for fingerprinting if you haven't been cleared yet.   |
| <b>M Jan 16</b>     | No class<br>holiday  |   | Make arrangements for fingerprinting if you haven't been cleared yet.   |
| <b>3: W Jan 18</b>  | Educational Beginnings, part 2   | <b>Use lecture notes (D2L)</b><br>Discuss Module Reports  | Make arrangements for fingerprinting if you haven't been cleared yet.   |
| <b>4: M Jan 23</b>  | Professional Behavior and Dispositions   | Be sure to have read and printed out entire syllabus before coming to class<br><br>In class, sign <i>Contract of Professional Responsibilities</i> found at the end of the syllabus | <b>Current Event 1</b><br><br>Sign up for observation, <b>if cleared</b><br><br><b>Quiz 1 opens at 11:15 am</b><br>(Educational Beginnings, Current Trends & Professional Behavior and Dispositions) – go to D2L – up near the top select quizzes; Quiz 1 should be available |
| <b>5: W Jan 25</b>  | Current Trends<br>(isbe.net)   |   | Sign up for observation, <b>if cleared</b><br><br><b>Quiz 1 closes at 10:00 am</b>  |
| <b>6: M Jan 30</b>  | Theories/Theorists in Education  | <b>Use lecture notes (D2L)</b>  | <b>Current Event 2</b>  |
| <b>7: W Feb 1</b>   | School Curriculum  |   |   |
| <b>8: M Feb 6</b>   | Introduction to Child Development  | Read chapter 1 for class  | <b>Current Event 3</b><br><br><b>Quiz 2 open at 11:15 am</b><br>(theorists/theories, School Curriculum and chapter 1)<br><b>Optional: chapter 1 outline</b>   |
| <b>9: W Feb 8</b>   | Biological Beginnings  | Chapter 2   | <b>Quiz 2 closes at 10:00 am</b><br><br><b>Optional: chapter 2 outline</b>  |
| <b>10: M Feb 13</b> | Prenatal Development   | Chapter 3   | <b>Current Event 4</b><br><br><b>Optional: chapter 3 outline</b>  |
| <b>11: W Feb 15</b> | Birth  | Chapter 4   | <b>1 (one) Module Report and accompanying Log Sheet due</b><br><br><b>Optional: chapter 4 outline</b><br><br><b>Quiz 3 opens at 11:15 am</b><br>(chapters 2, 3 & 4)   |

| <b>Class Session</b>                 | <b>Topic/Content</b>   | <b>Be Prepared to Discuss</b>  | <b>Due</b>  |
|--------------------------------------|--|--|---|
| <b>12: M Feb 20</b>                  | Physical Development in Infancy  | Chapter 5  | <b>Current Event 5</b><br><br><b>Optional: chapter 5 outline</b><br><br><b>Quiz 3 closes at 10:00 am</b>  |
| <b>13: W Feb 22</b>                  | Cognitive Development in Infancy   | Chapter 6  | <b>Optional: chapter 6 outline</b>  |
| <b>14: M Feb 27</b>                  | Socioemotional Development in Infancy  | Chapter 7  | <b>Current Event 6</b><br><br><b>Optional: chapter 7 outline</b><br><br><b>Quiz 4 opens at 11:15 am</b><br>(chapters 5, 6 & 7)  |
| <b>15: W Mar 1</b><br><b>MIDTERM</b> | <b>MIDTERM EXAM</b> – in the classroom (not online). All material discussed up to this point (cumulative) – NOT an open-note or open-book test |  | <b>Quiz 4 closes at 10:00 am</b>  |
| <b>16: M Mar 6</b>                   | Video (in class) for ages 0-2 – Instructor Choice hour #1  | If you are absent for the video, you are responsible for completing this Instructor Choice hour of observation on your own out in the schools. |   |
| <b>17: W Mar 8</b>                   | Physical Development in Early Childhood  | Discuss autobiography<br><br>Chapter 8   | <b>Optional: chapter 8 outline</b>  |
| <b>M Mar 13</b>                      | No class   |  |   |
| <b>W Mar 15</b>                      | Spring Break   |  |   |
| <b>18: M Mar 20</b>                  | Cognitive Development in Early Childhood   | Chapter 9  | <b>Current Event 7</b><br><br><b>Optional: chapter 9 outline</b>  |
| <b>19: W Mar 22</b>                  | Socio-Emotional Development in Early Childhood   | Chapter 10   | <b>1 (one) Module Report and accompanying Log Sheet due</b><br><br><b>Optional: chapter 10 outline</b><br><br><b>Quiz 5 opens at 11:15 am</b><br>(chapters 8, 9 & 10) |
| <b>20: M Mar 27</b>                  | Video (in class) for ages 3-5 – Instructor Choice hour #2  | If you are absent for the video, you are responsible for completing this Instructor Choice hour of observation on your own out in the schools  | <b>Current Event 8</b><br><br><b>Quiz 5 closes at 10:00 am</b>  |
| <b>21: W Mar 29</b>                  | Video (in class) for K-2 – Instructor Choice hour #3   | If you are absent for the video, you are responsible for completing this Instructor Choice hour of observation on your own out in the schools  |   |
| <b>22: M Apr 3</b>                   | Physical Development in Middle and Late Childhood  | Chapter 11   | <b>Current Event 9</b><br><br><b>1 (one) Module Report and accompanying Log Sheet due</b><br><br><b>Optional: chapter 11 outline</b>                                  |

| <b>Class Session</b>                                    | <b>Topic/Content</b>   | <b>Be Prepared to Discuss</b>   | <b>Due</b>  |
|---|--|---|---|
| <b>23: W Apr 5</b>                                      | Cognitive Development in Middle and Late Childhood   | Chapter 12  | <b>Autobiography due</b><br><br><b>Optional: chapter 12 outline</b>   |
| <b>24: M Apr 10</b>                                     | Socio-Emotional Development in Middle and Late Childhood   | Chapter 13  | <b>Current Event 10</b><br><br><b>Optional: chapter 13 outline</b><br><br><b>Quiz 6 opens at 11:15 am</b><br>(chapters 11, 12 & 13)                             |
| <b>25: W Apr 12</b>                                     | Video (in class) for grades 3-5 – Instructor Choice hour #4  | If you are absent for the video, you are responsible for completing this Instructor Choice hour of observation on your own out in the schools | <b>1 (one) Module Report and accompanying Log Sheet due</b><br><br><b>Quiz 6 closes at 10:00 am</b>   |
| <b>26: M Apr 17</b>                                     | Physical Development in Adolescence  | Chapter 14  | <b>Current Event 11</b><br><br><b>Optional: chapter 14 outline</b>  |
| <b>27: W Apr 19</b>                                     | Cognitive Development in Adolescence   | Chapter 15  | <b>Optional: chapter 15 outline</b>   |
| <b>28: M Apr 24</b>                                     | Socio-Emotional Development in Adolescence   | Chapter 16  | <b>Current Event 12</b><br><br><b>PDR sheet due</b><br><br><b>Optional: chapter 16 outline</b><br><br><b>Quiz 7 opens at 11:15 am</b><br>(chapters 14, 15 & 16) |
| <b>29: W Apr 26</b>                                     | Video (in class) for grades 6-8 – Instructor Choice hour #5  | If you are absent for the video, you are responsible for completing this Instructor Choice hour of observation on your own out in the schools | <b>1 (one) Module Report and accompanying Log Sheet due</b><br><br><b>All log sheets due by this date</b><br><br><b>Quiz 7 closes at 10:00 am</b>               |
| <b>Final Exam<br/>TUESDAY<br/>MAY 2<br/>10:15-12:15</b> | In the classroom (not online) – all material since the midterm exam (cumulative) – NOT an open-note or an open-book test |   |   |

### 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

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## 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.

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(Teacher Candidate Signature)

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(Date)