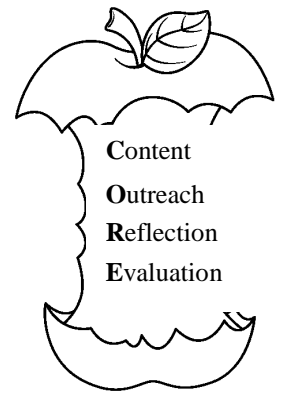


Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE 3050 Diverse Contexts that Influence the Learning Process



Instructor: Dr. Carrie Dale
Office: 2201 Buzzard
Email: cmdale@eiu.edu
Office Hours: M/W 9:00-10:00 am; M 2:30-3:30 pm; T/TH 11:45-12:45
Phone: 217-581-5728 (Messages Only)
Class Meetings: Mondays 1:30-2:20 pm; Wednesdays: 1:30-5:30 pm
Semester: spring 2017

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Course Description: The purpose of this course is to provide opportunities for pre-service teachers to identify qualities and potential within themselves to better the lives of children. This course is based on the premise that today's educator must be adept at collaborating with school personnel, family, and community to provide a high quality of education for all students. In this course, pre-service teachers will consider how to transition from being a student of teaching to being a teacher of students through careful analysis and understanding of the entire learning dynamic. Students will participate in a minimum of 30 contact hours in a broad spectrum of integrated field experiences to foster growth as a complete educator. (2-1-2)

Prerequisites: The prerequisites for this course are ELE 1050 and ELE 2050 or equivalent, and the passing of the Test of the Academic Proficiency (TAP) or an ACT composite score with (with writing portion) of 22 or higher including an expectation of Junior standing. For transfer students, concurrent enrollment in ELE 1050 will be permitted with department chair approval.

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

Course Textbooks:

Stoecker, R. & Tryon, E. A. (2009). *The unheard voices: Community organizations and service learning*. Philadelphia: Temple University Press.

Supplemental Materials: Live Text Account

Prerequisites for Field Placement: A background check is required for ELE 3050 before participating in field experiences. Students may not begin field placement responsibilities until the Dean's office has the background check on file and the ELE 3050 instructor has received notification from the Dean's office indicating eligibility.

Teaching Model:

- **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).
- **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)
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 Requirement: Students must purchase a license to LiveText (electronic portfolio) for a one-time fee that covers your entire time at EIU plus one year after graduation. The licenses are available in the University Bookstore or online at livetext.com. This electronic portfolio will provide students with a valuable technology tool, as well as assessments of efforts, and will assist in developing a showcase portfolio to supplement a resume and outline a professional portfolio.

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 are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): 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
- 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.ncaet.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education:
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

Outcomes specific to ELE 3050:

- Reflect and articulate a professional development plan which identifies strengths, weaknesses, and goals toward becoming a teacher.
- Develop and display professional dispositions toward becoming a reflective practitioner through integrative field experiences.
- Differentiate and analyze how family and community environments influence individual children's development and academic learning.
- Analyze and reflect on how opportunities to interact with children will help pre-service teachers become better educators.

| Course Core Requirements | Demonstrated Competencies | Aligned Standards |
|--------------------------------------|--|--|
| Professional Development Plan | Students will outline a plan for professional development by establishing goals, timelines, and desired outcomes. | IPTS: 1F, 6E, 9D, 9E, 9H, 9K ACEI: 5.1, 5.2 AMLE A1a, A1c, A1d, D5a, D5b, D5d, SEL: 1B.5a, 1B.5b, 1C.5b Dispositions: IWS, PEP, EC, PTSL, SDE |
| Letter of Intent | Write four paragraphs which address: your interests, one dispositional area of strength, a dispositional area for development and a reflection on your decision to become a teacher. | IPTS: 1F, 6E, 9D, 9E ACEI: 5.1 AMLE C4a, C4d, D5a, D5d, SEL: 1B.5a, 1B.5b, 1C.5b Dispositions: PEP, EC |

| Course Core Requirements | Demonstrated Competencies | Aligned Standards |
|--------------------------|--|---|
| Field Experience | <p>Students will participate in a minimum of 30 field experience hours. This will be a combination of specific assignments through course placement (approximately 20 hours) and instructor-approved individual service/volunteer experiences (approximately 10 hours).</p> <p>A background check is required for ELE 3050 before participating in field experiences. Students may not begin field placement responsibilities until the Dean's office has the background check on file and the ELE 3050 professor has received notification from the Dean's office indicating eligibility.</p> | <p>IPTS: 1A, 1C, 1E, 1I, 1J, 1K, 1L, 2G, 2H, 2M, 2N, 2P, 3H, 3K, 3P, 4N, 5F, 5S, 6E, 6Q, 6R, 8B, 8C, 8D, 8E, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8T, 9H, 9I, 9J, 9L, 9O, 9P, 9Q, 9R, 9S</p> <p>ACEI: 1.0, 2.1, 3.4, 5.1, 5.2</p> <p>AMLE A1a, A1b, A1c, A1d, B2a, B2b, B2c, C4a, C4b, C4c, C4d, D5a, D5b, D5d,</p> <p>SEL: 1A.5a, 1A.5b, 2A.5b, 2B.5a, 2C.5a, 2C.5b, 3C.5a, 3C.5b</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p> |
| Position Paper | <p>Identify and research emerging educational issues in the areas of family, community, and social/affective development. Ideas may be generated by factors influencing children's development specific to the population being mentored in the field as part of the service learning requirement.</p> | <p>IPTS: 1A, 1C, 1E, 4B, 4C, 4D, 6E, 8A, 8D, 9A, 9K, 9U</p> <p>ACEI: 5.2</p> <p>AMLE A1a, A1b, A1c, A1d, B3b, C4b, C4c, C4d, D5a, D5b, D5c, D5d</p> <p>SEL: 2A.5a, 2B.5a, 2B.5b, 3A.5a, 3A.5b</p> <p>Dispositions: EC</p> |
| Article Review | <p>Students will search for an article where elementary students are engaged in a service learning project. They will write a summary of the article and provide a reaction to the research topic.</p> | <p>IPTS: 1A, 1C, 1E, 2E, 2G, 4B, 4C, 4D, 8B, 9K</p> <p>ACEI: 5.1</p> <p>AMLE A1a, A1b, A1c, A1d,</p> <p>SEL: 2A.5a, 2B.5a, 2B.5b, 2C.5a, 2C.5b</p> <p>Dispositions: PEP, EC, SDE</p> |
| Current Event | <p>Summarize current information as presented by the media and reflect on its potential impact on children's development and well-being.</p> | <p>IPTS: 2B, 8A, 9K, 9U</p> <p>ACEI: 5.2</p> <p>SEL: 2A.5a, 2B.5a, 2B.5b, 2C.5b, 3A.5a, 3A.5b</p> <p>AMLE C4d, D5b</p> <p>Dispositions: PEP, EC, SDE</p> |

| Core Assignments | Brief Description | Approximate Weight/Due Dates |
|--|--|-------------------------------------|
| LiveText Field Experience Self-Assessment Report | A LiveText document will be submitted that summarizes the field experience and includes a dispositional self-assessment. | Mandatory Completion |
| Professional Development Requirement (PDR) [salmon-colored paper] | Students are required to attend two (2) student professional development meetings during the semester, and have at least ten (10) hours of involvement with children during the semester. Verification documents will be required. | Mandatory Completion |
| LiveText Letter of Intent | The Letter of Intent will be discussed and reflected upon throughout the semester. It is a statement culminating from the professional development plan and achievements to this point. The Letter of Intent will be submitted through LiveText as a course requirement. | Mandatory Completion |
| Field Experience Service Learning Hours | Students will log a minimum of thirty (30) service learning hours in a community setting. Of these hours, approximately twenty (20) will be assigned by the instructor, and ten (10) will be self-selected by the student. | Mandatory Completion |
| Professional Development Plan | Two stages: midterm, and end-of-the-semester plan for success in future Core II practicum | 10% |
| Reflective Reports from the Field Experience | Students will reflect on each week's field experience placement and prepare a weekly report according to the prompted focus. More than a detailed summary, the report is an analysis and critical exploration of various influences upon children's development and potential success in school. | 40% |
| Position Papers | Identify and research emerging educational issues in the areas of family, community, and social/affective development. Ideas may be generated by factors influencing children's development specific to the population being mentored in the field as part of the service learning requirement. | 20% |
| Article Review | Students will search for an article where elementary students are engaged in a service learning project. They will write a summary of the article and provide a reaction to the research topic. | 10% |
| Current Event | Summarize current information as presented by the media and reflect on its potential impact on children's development and well-being. | 5% |

| | | |
|----------------------|---|------------|
| Participation | Students will actively participate in class, and be professionally engaged with the children and each other out in the field. | 15% |
|----------------------|---|------------|

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 (Field Experience, Letter of Intent)
- Service Learning Hours
- Professional Development Requirements

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

Failure to complete the field experience component in a consistent manner will result in grade reductions and failure to advance on to a Core II program.

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

Due dates in the syllabus are firm. Missed field experiences are very problematic and will be dealt with on an individual basis with the professor. You are urged to follow the syllabus outline carefully.

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

Consistent attendance is a basic expectation and extremely important to educational progress. You are expected to notify the instructor prior to any absence. 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, professional dispositions and class contributions.

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."

TENTATIVE COURSE OUTLINE

| Class Session | Topic/Content | Be Prepared to Discuss | Due |
|--|---|---|--|
| 1: M Jan 9 (1:30-2:20) | Introduction Review of Syllabus and course requirements | Discuss Current Event; sign up for Current Event | Arrange for fingerprinting if not already on file in Dean's office |
| 2: W Jan 11 (1:30-2:20) (2:30-5:30) | Dispositions Fill out contract <i>Preface</i> in text Chapter 3 in text LiveText | Read in the text: Preface (<i>vii-xv</i>) Read chapter 3 in text Discuss LiveText requirements: Letter of Intent, Field Experience Self-Evaluation Discuss 30 hours of documented field experience Discuss Professional Development Requirement (PDR) sheet [salmon-colored paper] Discuss weekly reflective Field Reports | |
| M Jan 16 | No class – holiday | | |
| 3: W Jan 18 (1:30-2:20) (2:30-5:30) | Poverty Visit to Ballenger Teacher Center (tentative) Begin search for article for Article Review | | |
| 4: M Jan 23 (1:30-2:20) | Assignment preference Explain cycles | | Current Event 1 Current Event 2 |
| 5: W Jan 25 (1:30-2:20) (2:30-5:30) | Guest speaker (tentative date) Bus tour (tentative date) | | Begin to look for an EIU shirt to wear each Wednesday out in the field |
| 6: M: Jan 30 | Get assignments, read folders Get to know Team members | | Current Event 3 Current Event 4 |

| Class Session | Topic/Content | Be Prepared to Discuss | Due |
|---|---|--|--|
| 7: W Feb 1 (1:30-2:20) (2:30-5:30) | Prepare for field – leave classroom at 2:00. Head directly to Ashmore Community Center. Attendance will be taken again. Some of us will need to set up tables and chairs and some of us will need to go over to the school to pick the children up. Ashmore Week 1 | [if you are absent on a Wednesday, you will need to make up your Ashmore time by going on Fridays 6:00-8:00 pm – make sure you get verification of attendance] | Current Event 5 Wear EIU shirt |
| 8: M Feb 6 (1:30-2:20) | Debrief Discuss Position Paper 1 Children's diversity | Read chapter 7 | Current Event 6 Current Event 7 |
| 9: W Feb 8 (1:30-2:20) (2:30-5:30) | Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 2 Activity: Grade 4A Team Snack: Grade 4B Team Tables/chairs (set up/take down): K Team Pick up/Wait with children: 1 st grade Team | | Current Event 8 Week 1 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 10: M Feb 13 (1:30-2:20) | APA 1 Debrief Teachers' Role in the Community and Schools | Read chapter 1 | Current Event 9 Current Event 10 |
| 11: W Feb 15 (1:30-2:20) (2:30-5:30) | APA 2 Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 3 Activity: Grade 3A Team Snack: Grade 3B Team Tables/chairs (set up/take down): 2 nd gr Team Pick up/Wait with children: 4 th grade Team | | Current Event 11 Week 2 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |

| Class Session | Topic/Content | Be Prepared to Discuss | Due |
|---|--|-------------------------------|--|
| 12: M Feb 20 (1:30-2:20) | APA 3 Debrief Discuss Article Review Extended Family Influence on Learning | Read chapter 8 | Current Event 12 Current Event 13 Position Paper 1 due |
| 13: W Feb 22 (1:30-2:20) (2:30-5:30) | APA 4 Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 4 Activity: Grade 2A Team Snack: Grade 2B Team Tables/chairs (set up/take down): 3 rd gr Team Pick up/Wait with children: K Team | | Current Event 14 Week 3 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 14: M Feb 27 (1:30-2:20) MIDTERM | Individual Conferences | | Midterm: Letter of Intent via LiveText |
| 15: W Mar 1 (1:30-2:20) (2:30-5:30) | Individual Conferences, continued Ashmore Week 5 Meet at Ashmore by 2:20 Activity: Grade 1A Team Snack: Grade 1B Team Tables/chairs (set up/take down): 4 th gr Team Pick up/Wait with children: 2 nd grade Team | | Week 4 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 16: M Mar 6 | Individual Conferences, continued Ashmore Week 6 Activity: Grade K A Team Snack: Grade K B Team Tables/chairs (set up/take down): 1 st gr Team Pick up/Wait with children: 3 rd grade Team | | Article Review Due Wear EIU shirt |
| 17: W Mar 8 (1:30-2:20) (2:30-5:30) | Individual Conferences, continued | | Week 5 Field Report due by 1:30 pm, submitted through DropBox – follow prompt |

| Class Session | Topic/Content | Be Prepared to Discuss | Due |
|---|--|------------------------------|--|
| M Mar 13 | No class | | |
| W Mar 15 | Spring break | | |
| 18: M Mar 20 | Debrief Informal Learning Environments | Read chapter 2 | Current Event 15 Current Event 16 |
| 19: W Mar 22 (1:30-2:20) (2:30-5:30) | Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 7 Activity: Grade 4B Team Snack: Grade 4A Team Tables/chairs (set up/take down): K Team Pick up/Wait with children: 2 nd grade Team | | Current Event 17 Week 6 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 20: M Mar 27 (1:30-2:20) | Debrief Child-to-Child Learning Opportunities in School | Read chapter 10 | Current Event 18 Current Event 19 |
| 21: W Mar 29 (1:30-2:20) (2:30-5:30) | Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 8 Activity: Grade 3B Team Snack: Grade 3A Team Tables/chairs (set up/take down): 4 th gr Team Pick up/Wait with children: 1 st grade Team | | Current Event 20 Week 7 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 22: M Apr 3 (1:30-2:20) | Debrief Discuss Professional Development Plan Philanthropic Modeling | Read <i>Epilogue</i> in text | Current Event 21 Current Event 22 |
| 23: W Apr 5 (1:30-2:20) (2:30-5:30) | Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 9 Activity: Grade 2B Team Snack: Grade 2A Team Tables/chairs (set up/take down): 3 rd gr Team Pick up/Wait with children: K Team | | Current Event 23 Week 8 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |

| Class Session | Topic/Content | Be Prepared to Discuss | Due |
|---|--|-------------------------------|---|
| 24: M Apr 10 (1:30-2:20) | Debrief Building Collaborative Relationships with Colleagues in the Field | Read chapter 6 | Current Event 24 Current Event 25 |
| 25: W Apr 12 (1:30-2:20) (2:30-5:30) | Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 10 Activity: Grade 1B Team Snack: Grade 1A Team Tables/chairs (set up/take down): 2 nd gr Team Pick up/Wait with children: 4 th grade Team | | Current Event 26 Week 9 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 26: M Apr 17 (1:30-2:20) | Debrief Discuss Final Exam Discuss LiveText Field Experience Self-Assessment Making Parents your Partners | Read chapter 4 | |
| 27: W Apr 19 (1:30-2:20) (2:30-5:30) | Discuss PDR sheet Prepare for field; leave for Ashmore Community Center at 2:00. Ashmore Week 11 Activity: Grade K B Team Snack: Grade K A Team Tables/chairs (set up/take down): 1 st gr Team Pick up/Wait with children: 3 rd grade Team | | Week 10 Field Report due by 1:30 pm, submitted through DropBox – follow prompt Wear EIU shirt |
| 28: M Apr 23 (1:30-2:20) | Debrief Skill of Collaboration | Read chapter 5 | Professional Development Plan Due |
| 29: W Apr 25 (1:30-2:20) (2:30-5:30) | The Importance of Reflection | Read chapter 9 | PDR sheet due Week 11 Field Report due by 1:30 pm, submitted through DropBox – follow prompt LiveText Field Experience Self-Assessment due |

| Class Session | Topic/Content | Be Prepared to Discuss | Due |
|---|---------------|------------------------|--|
| Final Exam Wednesday May 3 12:30-2:30 pm | Conclusion | | Summative Field Report due by 12:30 pm through DropBox – follow prompts carefully Position Paper 2 and Analysis due for final |

Summary of Assessments:

1. LiveText Letter of Intent (midterm exam) – required to pass the course
2. LiveText Field Experience Self-Assessment – required to pass the course
3. 30 hours of documented field experience – 20 at Ashmore, 10 self-selected – required to pass the course
4. Professional Development Requirement (PDR) – required to pass the course
5. Reflective Reports from the Field – possible 65 points
6. Professional Development Plan – possible 15 points
7. Position Paper 1 – possible 15 points
8. Article Review – possible 15 points
9. Position Paper 2 and Analysis (final exam) – possible 20 points
10. Current Event – possible 5 points
11. Participation – 29.5

Total Possible Points: 164.5

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

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 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 3050 References

***Denotes Unit Conceptual Framework References**

Anderson, J. B. & Pickeral T. (1999). Challenges and strategies for success with service-learning in preservice teacher education. Corporation for National Service Fellows Program

*Bloom, B.S. (1976) *Human characteristics and school learning*. New York: McGraw-Hill.

*Brophy, J. (2004). *Motivating students to learn*. Mahwah, N.J.: Erlbaum.

Duer, S. (2001). Community-based Organizations and preservice teacher education: A case study of 826LA. *URC Student Scholarship*

- Epstein, J. L. (2001). School, family, and community partnerships. In M. H. Bornstein (ed.), *Handbook of parenting* (2nd ed). Mahwah, NJ: Erlbaum.
- Flanigan, C. B. (2007). Preparing preservice teachers to partner with parents and communities: An analysis of college of education faculty focus groups. *The School Community Journal*. 17(2), 89-110.
- Friend, M., & Bursuck, W. (2006). *Including students with special needs: A practical guide for classroom teachers* (4th ed.). Boston: Allyn & Bacon.
- Kielsmeier, J. C. (2010). Build a bridge between service and learning. *Kappan*. 91, 8-15.
- McDonald, M. A. & Tyson, K. (2011). Innovation and impact in teacher education: Community-based organizations as field placements for pre-service teachers. *Teachers College Record*.
- Spencer, B. H., Cox-Peterson, A. M., & Crawford, T. (Fall 2005). Assessing the impact of service-learning on preservice teachers in an afterschool program. *Teacher Quarterly*, 32(4), 119-135.
- 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.
- Wiggins, R. A., Follo, E. J., & Eberly, M. B. (2007). The impact of a field immersion program on pre-service teachers' attitudes toward teaching in culturally diverse classrooms. *Teaching and Teacher Education: An International Journal of Research and Studies*.
- Zeller, N., Griffith, R., Zhang, G., & Klenke, J. (2010). From stranger to friend: The effect of service learning on pre-service teachers' attitudes towards diverse populations. *Journal of Language and Literacy Education*, 6(2), 34-50.

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. 1), I (_____) will:
(Print Name)

Field Experience Expectations:

- Arrive on time as scheduled during field experiences each Wednesday and complete a minimum of 20 clock hours
- Dress professionally and follow the school's dress code
- Carefully plan and implement lessons/activities 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 course instructor of any 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 course instructor.
- 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)