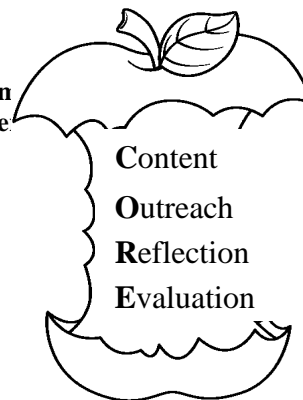**Eastern Illinois University**
Early Childhood, Elementary and Middle Level Education Departm
ELE 3250: Early Childhood Curriculum, Methods, and Assessme
in the Primary Grades (K-3)

Content

Outreach

Reflection

Evaluation

Instructor: Dana Stodden
Office: 2213 Buzzard Hall
Email: dgstodden@eiu.edu
Office Hours: Monday, Wednesday & Thursday 11:40-1:00 p.m. or by appointment
Phone: 217-581-5728 (Voice Messages Only)
Class Meetings: Monday and Wednesday Morning 8:00 9:40 a.m. in Buzzard Hall 1441
Semester: Spring 2018

Field Experience Dates:
4 Week – Tentatively set to begin March 19-April 20. Need a minimum of 45 hours and required to be in the classrooms EACH MORNING from 7:50- 11:00 a.m.

Lesson Plan for every lesson taught signed and dated by CT.

Live Text for formal evaluation due: the day of the formal evaluation and submitted on LiveText on the day of formal evaluation by midnight. Instructor will need a hard copy of lesson observed.
Reflection due: submitted LiveText by Midnight April 20.

Field Experience Notebooks due: April 23, 2018
Notebook Appointments: April 23-26

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

Course Description: This course introduces teacher candidates to early childhood education in the primary grades. Content includes research-based teaching methods coupled with effective instructional theory and developmental considerations in designing curriculum for teaching young children. Teacher candidates will develop, plan, and implement lessons specific to areas of learning, assessing children's learning, and collaborating with families and the community. A minimum of 45 clock hours of field experience in early childhood primary grades is required. This course is restricted to Early Childhood Majors, Special Education Majors, and Post Baccalaureate students who have met all prerequisites. (3-3-4)

Prerequisites & Concurrent Enrollment: Prerequisites for this course are ELE 3225 or permission of department chair. University Teacher Education and department requirements for enrollment must be met.

Co-requisites Ccourse(s) which MUST be taken concurrently with this one: ELE 3281 and ELE 4775.

Course Purpose: The purpose of this course is to provide proven teaching methods coupled with effective instructional theory, best practice, to pre-service teachers. This course is designed specifically to meet Illinois State Board of Education requirements for Early Childhood Certification. This course will orient students to theories, research, and practical ideas that will form the foundation of early childhood education and will also serve as a foundation for higher level methods courses.

Course Textbooks:
Feeney, S., Moravcik, E. & Nolte, S. (2016). *Who am I in the lives of children? An introduction to early childhood education (*10th ed.). Boston: Pearson.

Supplemental Materials:
LiveText Account

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).

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. . http://www.eiu.edu/clinical/dispositions.php

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 CORE 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 PDR, 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:
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.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- International Society for Technology in Education http://www.iste.org/standards/standards/standards-for-teachers
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Outcomes specific to ELE 3250:
Teacher candidates enrolled in this course will:

- 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 in order to 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 Requirements	Demonstrated Competencies	Aligned Standards
Planning/Department Lesson Plan	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, assessment of children's prior knowledge, implementation of cooperative learning, and appropriate assessments and follow-up. Focus is on differentiated curriculum, integrated instruction, and children's academic, behavioral, and cultural diversity.	**IPTS:** 1A, 1B, 1C,1E, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4H, 5A, 5B, 5C, 5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8B, **NAEYC:** 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d ISTE:1G, 9S **ACEI :** 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 **SELS:** 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,2C.5b.,3A.5b., 3B.5b., 3C.5a. **Dispositions: PTSL, IWS, EC**
Learning Center	Learning Centers will be created to facilitate independent student learning in the classroom and will include a total of two developmentally appropriate activities for reading and math. These activities must be aligned to the nILS/Common Core Standards, be self-correcting, and have directions that are developmentally – appropriate for the child. .	**IPTS:** 1A, 1B, 1C,1E, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4H, 5A, 5B, 5C, 5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8B, **NAEYC:** 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d **ACEI :** 1.0, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 **SELS:** 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. **Dispositions: PTSL, SDE, EC, IWS**
Journal Article	Research-Based Best Practice: Acquire and analyze a scholarly article about instruction and provide a reflection of its content. Using the research, students will develop a lesson plan aligned to nILS/CCSS that reflects best teaching practice in the primary classroom.	**IPTS:** 1A, 1B, 1C,1E, 1G, 2A,2C,2D, 2E,2F, 2G, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4H, 5A, 5B, 5C, 5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8B, **NAEYC:** 1a, 1b, 1c, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c,6a, 6B, 6c, 6d ISTE: 2F **ACEI :** 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1,5.2, **SELS:** 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. **Dispositions: EC, PEP, SDE**

Tests and Examinations	Quiz/Test/Examinations: The student will demonstrate his/her knowledge of the course content by appropriately responding to test items that require the application of course information.	**IPTS:** 1A, 1B, 1C,1E,1F, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4G,4H, 5A, 5B, 5C, 5D,5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8F,8G,9A,9B,9C,9E,9G,9H **NAEYC:** 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e **ACEI :** 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 **SELS:** 1A. 5a., 1B.5a.,1B.5b., 1C.5a., 1C.5b.,3A.5b., 3B.5b., 3C.5a. **Dispositions: EC**
Participation	Performance includes presence and contribution during class meetings, support of peer classmates, children, and classroom teachers during the field experience. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children, and peers. Daily attendance over the course and the field experience is required.	**IPTS:** 1A, 1B, 1C,1E,1F, 1G, 2A,2C,2D, 2E,2F, 3A,3B,3C, 3D, 3E, 3F, 4A, 4B, 4C,4D, 4E,4F,4G,4H, 5A, 5B, 5C, 5D,5E, 5F, 5G, 7A, 7B, 7C,7D, 7E,7F,7G,7H, 7I, 8F,8G,9A,9B,9C,9E,9G,9H **NAEYC:** 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e **ACEI :** 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 **SELS:** 1A. 5a., 1A.5b.,1B.5a.,1B.5b., 1C.5a., 1C.5b.,2A.5a.,2A.5b.,2B.5a.,2B.5b.,2C.5a.,2C.5a., 2C.5b.,2D.5a.,2D.5b.,3A.5a.,3A.5b., 3B.5b., 3C.5a., 3C.5b **Dispositions:** **IWS, EC, PEP. SDE**
Technology	Teacher Candidates will research nILS/CC State Standards, PARCC, Common Core Shift Kits, edTPA, and the Early Childhood Content Test Study Guide. Utilizing this information, students will analyze and reflect on resources available by creating a summary paper.	**IPTS:** 1B, 1C, 1F,2B, 2E, 2F,3A, 3C, 3D, 4F,8A,8E,9A,9B,9D,9E,9F,9G, **NAEYC:**1a,1b1c,2a,2b,2c,4a,4b,4c,4d,5a,5b,5c,6a,6b,6c,6d,6e ISTE: 1G, 2F **ACEI:** 1.0,5.1,5.2 **SELS:** **Dispositions:** **IWS, EC, PEP, SDE**
Field Experience	Performance includes engaged direction of individual, group, and full class learning activities, keeping the class fully informed of daily agendas and lesson agendas, inviting and utilizing student input, managing smooth transitions, rewards and consequences. Focus is on teacher listening skills, leadership, and facilitation of student work. • Participants will engage in self evaluations as directed by the university supervisor. Participants will study the	**IPTS:** 1A, 1B, 1C, 1D, 1E, 1F,1G, 1H, 1I, 1J, 1K, 1L, 2D, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 3A,3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3P, 3Q, 4A, 4B, 4C, 4D, 4I, 4J, 4J, 4K, 4L, 4M, 4N, 4O, 4P,4Q,5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H,5I, 5J, 5K, 5L, 5M,5N,5O, 5P, 5Q, 5R, 5S, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L,6M,6N, 6O, 6Q, 6R,6S, 7A,7B, 7C,7D, 7E, 7R, 7G, 7I, 7J,7L,7M,7N,7Q,8A,8B, 8D,8H,8J,8L,

	CORE 2 Field Experience rubric which the classroom teacher will use to evaluate their 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.	8M,8N,8R,8T,9H,9I,9J,9K,9O,9S,9T, **NAEYC:** 1a, 1b, 1c, 2a, 2B, 2C, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6A, 6B, 6c, 6d,6e ISTE 2F, 2L, 3N, 5C. 6J, 8M, 9M, 9S **ACEI :** 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 **SELS:** 1A. 5a., 1A.5b.,1B.5a.,1B.5b., 1C.5a., 1C.5b.,2A.5a.,2A.5b.,2B.5a.,2B.5b.,2C.5a.,2C.5a., 2C.5b.,2D.5a.,2D.5b.,3A.5a.,3A.5b., 3B.5b., 3C.5a., 3C.5b **Dispositions:** **IWS, PEP, EC, PTSL, SDE**
Field Experience Notebook	The Teacher Candidates will document their professional growth through the collection and organization of field experience documents and artifacts.	**IPTS:** 3H, 3I, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 4I, 4J, 4M, 4O, 5I, 5J, 5K, 5M, 5N, 5R, 5S, 7J, 7K,7M, 7O, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 9K, 9N, **NAEYC:** 2c, 3a, 3b, 3c, 3d, 4b, 4c, 4d, 5a, 5b, 5c, 6d **ACEI :** 1.0, 2.1, 3.1,3.2,3.3,3.4,3.5, 4.0,5.1, 5.2, **SELS: 1B.5b., 1C.5b.,** **Dispositions:** **IWS, PEP, EC, PTSL, SDE**
Professional Development Requirements	Successful completion of the Professional Development Requirement Sheet to document competencies which are based on the Professional Teaching Standards.	**IPTS:** 1A, 1B, 1C, 2A, 2C, 2D, 3A, 3E, 3F, 4E, 5B, 5C, 5E, 6H, 7A, 7B, 7G, 7I, 8B, 8D, 9A, 9H **NAEYC:** 1a, 1c, 2a, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a,5c, 6a, 6c, 6d, **ACEI :** 1.0, 3.1,3.2,3.3,3.4,3.5,4.0,5.1,5.2 **SELS:** 1B.5b., 1C.5b., **Dispositions:** **EC, IWS, PEP, PTSL, SDE**

		Points/ Due Date	

Core Assignments	Brief Description		Approximate Weight
Planning/Department Lesson Plan	The lesson plan will be designed according to the format established by the EC/ELE/MLE department. Elements of the lesson plan are meant to be adapted for the following strategies: Direct Instruction, Concept Teaching, Cooperative learning, Problem-Based instruction, Classroom Discussion, Inquiry	On-Going Specific Lessons due Date will be announced in class. 45 pts.	**15%**
Learning Center	Based on classroom discussion and readings, design a learning center for independent student learning in the classroom. The learning center includes a trifold board, one book related to the topic of the learning center, and two developmentally appropriate activities one in reading and one in math. These activities must be aligned to the nILS/Common Core Standards, be self-correcting, and have directions at the child's reading level. Teacher Candidates will present a 10 minute overview of their learning center.	Date will be announced in class. 45 pts.	**15%**
Journal Article	The article must have been published in a professional reading journal (e.g., *Early Childhood Teacher Education*) and the topic should relate to early childhood instruction. The typed review is to include the author(s) key points, their application to the course content and the student's critical evaluation of the information. Using the research, students will develop a lesson plan that reflects best teaching practice in the primary classroom.	February 26 30 pts.	**10%**
Tests/Examinations	These exams/quizzes consist of multiple measures, including short answer and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	Midterm March 7 Final April 30 90 pts.	**30%**
Participation	Performance includes presence and contribution during class meetings, support of peer classmates, children, and classroom teachers during the field experience. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children, and peers. Daily attendance over the field experience is required.	Ongoing throughout semester 15 pts.	**5%**
Technology	Teacher Candidates will research nILS/CC State Standards, PARCC, Common Core Shift Kits, edTPA, and the Early Childhood Content Test Study Guide. Utilizing this information, students will analyze and reflect on resources available by creating a summary paper.	January 22. 15 pts.	**5%**

Field Experience	Teacher Candidates will complete a minimum of 45 hours during the assigned field experience. Daily attendance over the course of 4 weeks field experience is required.	March 19-April 20	Pass/Fail
Field Experience Notebook	The collection of field experience 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: • Log of practicum hours • Lesson plans • Daily reflections • Development of teaching materials • Cooperating Teacher's Evaluation • Disposition Rubric • EIU Supervisor's Evaluation	April 23 60 pts.	**20%**
Professional Development Requirements	. The instructor will assess and sign the Professional Development Requirement sheet.		Pass/Fail

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

Optional Assignments for Instructor's Consideration:
• Idea File
• Current Event Presentation/Discussion Topics
• Alternative Lesson Plan with Textbook
• Alternative Lesson Plan Utilizing Technology
• Classroom Map

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

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

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

Attendance: Regular attendance and class participation are expected and count as part of your grade.

Assignments: Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. Assignments are to be completed by class time on the date for which they appear on the syllabus. Late assignments will not be accepted. No assignments will be accepted after the last day of class.

COURSE OUTLINE

Week 1
The Teacher
- ➢ Early Childhood Educator
  - o DAP
  - o Intentional Teaching
  - o Addressing Standards
- ➢ Collaboration
  - o Working with Families
  - o Working as part of a team
- ➢ Qualities of a good EC Teacher
  - o Dispositions & Personal Attributes
  - o Values
  - o Reflection
  - o Attitudes toward diversity
- ➢ Professional Behavior
  - o Specialized knowledge skills
  - o Theory and research
  - o Commitment (NAEYC's Standards for EC Professional Preparation Programs)
  - o Stages of Professional Development

Week 2
The Field of Early Childhood Education
- ➢ Programs for children ages 5-8
- ➢ Programs for children who have Disabilities
  - o Early Intervention
- ➢ Standards nILS/ CCSS; Illinois Early Learning and Development Standards
- ➢ School Readiness
- ➢ Academic Vocabulary
- ➢ Issues and Trends
  - o The Standards Movement
  - o Coordination and alignment of curriculum
  - o Accountability

Week 3
Child Development and History of ECE
- ➢ Principles of child development
  - o Development of the whole child
    - ▪ Domains of development
    - ▪ Periods of development
      - • Infant
      - • Toddler
      - • Preschool/Kindergartners
      - • School-Age
  - o Development follows predictable patterns
  - o Rates of development vary
  - o Influences of development and maturation and experience
  - o Theories of development
    - ▪ Arnold Gesell and Maturational Theory
    - ▪ Jean Piaget and Constructivist Theory
    - ▪ Laurence Kohlberg and Moral Development Theory
    - ▪ Lev Vygotsky and Sociocultural Theory
    - ▪ Urie Bronfenbrenner and Ecological Theory
    - ▪ Erik Erikson and Psychosocial Theory
    - ▪ B.F. Skinner and Behaviorist Theory
    - ▪ Howard Gardner and Multiple Intelligences Theory
    - ▪ Abraham Maslow and Self-Actualization Theory

Week 4
Observing Documenting and Assessing Children
- ➢ Why Do We Assess Children?
  - o Educators create assessments and use the information collected both for the facilitation of child development and to measure academic achievement
- ➢ What is Effective Assessment?
- ➢ Using a variety of assessment tools including developmental continuums, universal screening, authentic assessment, diagnostic measures, curriculum-based assessment and progress monitoring procedures
- ➢ Monitoring child progress for content area benchmarks and developmental outcomes
- ➢ Assessing children's interests, motivation and engagement in instruction
- ➢ Using assessment data, including observational records and children's work products to plan instruction
- ➢ Partnering with families to understand children's background and ongoing learning progress
- ➢ Empowering children to self-assess their learning progress
- ➢ Communicating academic progress and personal development to all stakeholders, including children, families, other teachers, and school administrators
- ➢ Communicating aggregated trends to the school board and other policy bodies
- ➢ Aligning assessments with required reporting mechanisms to assure that benchmarks for learning standards and developmental growth are monitored systematically
- ➢ Using, interpreting, and planning instruction with data from all forms of assessment instruments appropriate to the developmental level.
- ➢ Incorporating standardized assessment aligned to nILS/CCSS and PARCC
  - o KIDS (Kindergarten Individual Development Survey)
  - o Issues in Standardized Assessment
    - ▪ High Stakes Testing
- ➢ Maintaining Confidentiality

Week 5
The Learning Environment-Primary Classroom
- ➢ Understanding the foundational role that literacy and language play across the classroom environment and in content areas
- ➢ Preparing an environment that is safe and low risk that encourages children and allows them to be comfortable taking risks
- ➢ Understanding motivation and engagement and the use of the "gradual release-of-responsibility" approach to design learning experiences that build children's self-direction and ownership of learning
- ➢ Establishing classroom routines that promote independence, self-direction, collaboration and responsibility for literacy learning
- ➢ Using a strategic combination of flexible groupings to meet the learning needs of each child efficiently and effectively
- ➢ Incorporating children's choices in choosing materials and activities
- ➢ Building collaborative classroom communities that support and engage all children in the English Language Arts in their home language and English

Week 6
The Curriculum
- ➢ What is curriculum?
  - o Examining curriculum in early childhood programs and how and why it is different from curriculum for older children
  - o Understanding how children learn
  - o Using the Principles of Early Childhood Teaching
  - o Content and methods
- ➢ Influences on curriculum
  - o Knowledge of children
  - o Values and Beliefs
  - o Family, culture and community
- ➢ Organizing curriculum
  - o Learner-centered

- o Subject organization
- o Integrated

Week 7
Curriculum Planning
- ➢ Writing plans
  - o Plan, instruct, assess
  - o Rationale and purpose
  - o Identify what is needed
  - o Implementing the plan
  - o Assessing and documenting learning
  - o Evaluating the lesson
- ➢ Weekly plans and substitute plans
- ➢ Themes, units, activities

Week 8
Creative Development through the Curriculum
- ➢ Meaningful integration of creative activities with music, art, and movement
  - o Visual art
    - ▪ Understanding stages and theory of artistic development
      - • Five basic processes of art for young children (drawing, painting, printmaking, collage and construction)
      - • Supporting artistic development
      - • Elements of art
  - o Music
    - ▪ Understanding the powerful and direct link to emotions
    - ▪ Understanding the cultural aspects of music
    - ▪ Supporting skill development
    - ▪ Understanding the role of music as a vehicle for language
    - ▪ Elements of music (rhythm, tone form)
  - o Creative movement
    - ▪ Understanding creative movement as a way of expressing ideas and feelings in imaginative ways
    - ▪ Supporting skill development
    - ▪ Providing challenging opportunities to practice/develop physical skills
    - ▪ Elements of movement (body awareness, control, space, time and form)
  - o Aesthetics
    - ▪ Developing sensitivity to beauty and the heritage of the arts
    - ▪ Developing awareness and fostering conversations about the environment

Week 9
Physical Development; Health, Safety and Well-Being
- ➢ Designing learning environments that are physically and psychologically safe
  - o Promoting responsibility, equity, active learning, and positive social interactions to support the educational needs of the young child
- ➢ The role of both play and planned movement activities
- ➢ Characteristics of play
- ➢ Kinds of Play
- ➢ Theories of Play
  - o Parten
  - o Piaget
  - o Smilansky
  - o Vygotsky
  - o Elkonin
- ➢ Stages of Play
  - o The role of play in development

- o Facilitating play
- o Issues in play
- ➢ Large motor, fine motor, and sensory motor

Week 10
Cognitive Development through the Curriculum
- ➢ Focusing on active learning that builds upon children's natural curiosity; appropriate math and science concepts
  - o Inquiry Processes
    - ▪ Understanding the importance of engaging children in the processes of mathematical inquiry (problem-solving, reasoning, conjecturing and communicating/justifying or "talking math") and how to do so effectively
  - o Foundational Math Knowledge
    - ▪ Understanding conceptually the mathematical content taught during preschool to grade 2 as well as content taught in grades 3-8.
    - ▪ Explaining and applying math concepts and procedures to make connections to everyday math applications or real-world analogies necessary to translate formal math content into meaningful instruction that children can understand
    - ▪ Understanding mathematical procedures taught during EC and just beyond, including skills to link procedural knowledge to conceptual understanding so each step in a procedure can be explained or procedure can be adapted to solve a novel problem
    - ▪ Possessing/exhibiting affective capacities, including dispositions with positive beliefs about mathematics, and the confidence to tackle challenging problems and teach mathematics
  - o Children's Mathematical Development
    - ▪ Understanding how children develop mathematical proficiency from birth to age 8 and what conditions foster or impede this development
    - ▪ Understanding how informal mathematical knowledge based on everyday experiences develops and provides a basis for understanding and learning formal mathematics during the early childhood years and beyond
    - ▪ Understanding the developmental progressions of key early childhood concepts and skills
  - o Pedagogical Knowledge
    - ▪ Understanding the importance of using a variety of teaching techniques and how to systematically and intentionally engage children with developmentally appropriate and worthwhile mathematical activities, materials, and ideas
    - ▪ Capitalizing upon spontaneous learning moments
    - ▪ Structuring the classroom environment to elicit self-directed mathematical engagement
    - ▪ Utilizing games to serve as the basis for intentional, spontaneous or self-directed learning
    - ▪ Utilizing materials or manipulatives thoughtfully and recognizing how they are used to transmit key concepts and skills
    - ▪ Focusing on learning both skills and concepts that are meaningful
    - ▪ Understanding the importance of using assessment on an ongoing basis in planning and evaluating instruction, targeting student needs and evaluating student progress
  - o Psychological Development
    - o Understanding the importance of building on what children already know, so that instruction is meaningful
    - o Understanding the importance of using developmental progressions effectively in assessing developmental readiness, planning developmentally appropriate instruction and determining the next step in instruction or reengagement
    - o Understanding the importance of the limitations of children's informal knowledge and how developmentally inappropriate instruction can cause misconceptions or other learning difficulties as well as how to address common learning pitfalls
    - o Understanding the importance of the progression in children's thinking from concrete to abstract including the need to help children mathematize situations.

Week 11
Language and Literacy Development through Curriculum
- ➤ Utilizing developmentally appropriate and evidence-based practices to plan, evaluate and modify instruction
  - o Intentionally engaging children in experiences that will build foundational literacy skills
  - o Evaluating the components of a comprehensive curriculum that develops children's language and literacy skills and strategies, and ensures that instructional goals and objectives are met
  - o Creating a developmentally appropriate language- and literacy-rich classroom environment that incorporates opportunities, experiences, routines and activities that promote literacy
  - o Utilizing a wide range of developmentally appropriate literacy assessments recognizing their purposes, strengths and limitations (e.g., informal, observational, performance-based, standardized, diagnostic, universal screening, curriculum-based and progress monitoring)

- ➤ Understanding the developmental sequence of language acquisition and emergent literacy strategies and skills, including age-level and grade-level benchmarks of development, and utilizing them in classroom practice
  - o Demonstrating the understanding that language is acquired through social interaction and that social discourse in spoken and written formats underlies all learning in literacy
  - o Building upon children's skills in their home language to develop language and literacy skills that are transferable to English
- ➤ Critically reviewing current research in English language arts and applying research to instructional practice as appropriate
- ➤ Language and Literacy Curriculum
  - o Speaking and Listening
    - ▪ Providing opportunities for social discourse between individual children and in whole and small group collaborative discussions
    - ▪ Assisting children in following appropriate social conventions (e.g., eye contact, body language and taking turns)
    - ▪ Engaging children in a variety of oral language and listening activities (e.g., following directions, asking and responding to questions, conveying information and ideas, describing feelings, arguing and persuading, identifying rhymes and sounds in the environment, discriminating phonemes and conducting other phonemic awareness activities)
    - ▪ Modeling and supporting children listening actively and critically in order to understand, evaluate and respond to the speaker's message
    - ▪ Accepting children's home language and developing English language skills while modeling the widely accepted conventions of English grammar and usage
    - ▪ Planning experiences for English learners that facilitate the transfer of speaking and listening strategies and competencies from the home language to English
  - o Vocabulary
    - ▪ Supporting vocabulary development daily by intentionally selecting literacy materials that expand children's knowledge and language development
    - ▪ Guiding and supporting children's explorations of word relationships and nuances in word meanings
    - ▪ Understanding the socio-cultural context for language use and social discourse
    - ▪ Using information about children's individual experiences, families, cultures and communities to create meaningful vocabulary learning opportunities and enrich instruction for all children
    - ▪ Selecting appropriate words central to the meaning of the text and likely to be unknown, including academic vocabulary and word relationships
    - ▪ Introducing children to word play and forms of language that enhance vocabulary acquisition and understanding of language (e.g., poetic devices, synonyms, antonyms, and homonyms)
    - ▪ Introducing strategies for clarifying the meaning of unknown words including contextual analysis, structural analysis and the use of reference materials

- Planning experiences that promote oral and written language and the use of new acquired vocabulary across disciplines
- Using home language vocabulary to develop and expand English vocabulary of English language learners
  - Phonological awareness/Alphabetic knowledge/Print knowledge
    - Modeling and supporting the development of phonological awareness (recognition of phonemes and the sound structure of words, including rhyming words; initial, medial, and ending sounds; syllables; and onsets and rimes) and its relationship to reading and writing proficiency
    - Supporting children's developing understanding of the orthographic-phonological system, including sound-letter relationships and common English spelling patterns and their relationship to pronunciation and developmental spelling
    - Supporting bilingual children's awareness of the differences and commonalities between the orthographic-phonological systems of English and the home language
  - Book knowledge/Choosing high quality children's literature
    - Utilizing authentic text (e.g., informational text, fiction, newspapers, recipes, charts) to help children develop word consciousness
    - Selecting and using a wide range of high-quality, diverse literature, informational, narrative and other texts that address the interests and social and cultural backgrounds of children at levels that are appropriate to their development and build background knowledge and understanding
    - Using evidence based and developmentally based criteria for evaluating and selecting texts and instructional materials
    - Estimating the accessibility of texts using qualitative and quantitative factors, as well as children's background knowledge
    - Using culturally responsive texts to promote children's understanding of their lives, society and the understanding of ~~their~~ cultures and societies
    - Using a variety of technology and technologically based texts and online resources to support literacy instruction
    - Making available to English language learners a wide range of high quality, diverse literature, informational, narrative and other texts that address the interests, and social, cultural and language backgrounds of these children at levels that are appropriate to their development

Week 12
Relationships and Guidance
- Goals for guidance
  - Honoring differences, building trust and fostering the development of social and emotional intelligence
  - Building inner control and developing a positive sense of self
- Communicating positively with all stakeholders
- Guiding social interaction
  - Helping children identify and express their feelings
- Strategies for positive classroom management
  - Environment and schedule as partners
  - Authority
  - Creating guidelines for behavior
  - Redirecting behavior
  - Anticipating problems
  - Transitioning between subjects or spaces
- Dealing with difficult behaviors
  - Strategies for dealing with difficult behaviors

Week 13
Including Diverse Learners
- Defining terms
- Laws governing services to children with disabilities
- Implementing inclusion and collaboration

- ➤ Characteristics of children with disabilities
- ➤ Supporting gifted and talented students
- ➤ Supporting Dual Language Learners
- ➤ Identifying children with special needs
  - o Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)
- ➤ Strategies for working with young children with disabilities

Week 14
Partnerships with Families
- ➤ Understanding families
- ➤ Building relationships and engaging families in classroom involvement
- ➤ Understanding cultural influences and parenting
- ➤ Involving and supporting families in the educational environment
- ➤ Legal and ethical responsibilities

Week 15
Becoming a Professional
- ➤ Making a commitment to children
  - o Developing a philosophy
  - o Understanding children and best practice
  - o Understanding and using a Code of Ethics
  - o Reflecting and goal setting
- ➤ Professionalism
- ➤ Continuing education and growth
- ➤ Advocating for young children

All information in this syllabus should be considered subject to change based upon professional discretion.
Dates may be changed to meet class needs. If class is missed, it is your responsibility to check with a
classmate or the instructor to see if there have been any assignment changes.

Academic Integrity
1) Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of
Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of
Student Standards.

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, 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 3250 References

Spring 2017

*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 (C.O.R.E. 2),
I (_____) will:

<div align="center">Print Name</div>

Field Experience Expectations:
- Arrive before 7:50 a.m. and stay until 11:00 a.m. every day (Monday through Friday when school is in session) during field experiences and will complete a minimum of 45 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)

Field Experience – NOTEBOOK CHECKLIST
60 points total

1. _____Name on spine of notebook
2. _____Table of Contents
3. _____ Journal entry* for EACH day of field experience
        _____ NAME & DATE on each page
4._____ Lesson Plans*
        _____ **ONE LESSON FOR EACH LESSON TAUGHT DURING Field Experience**
        _____ **COOPERATING TEACHER'S SIGNATURE & DATE on each plan**
5. _____Reading/Writing Curriculum*
        What Basal series/Reading Program did you use? [summary]
        How did you assist students with reading and writing? [summary]
        What methods/strategies did you use? [summary or sample]
6. _____Collection of Materials you created*—copies, photos

7. _____Collection of Student work*—get permission to make copies—may be photos
8. _____Accommodations* for special needs students/provisions for
        individual differences [summary]
9._____Accommodations* for non-English speaking students [if
        applicable]
10._____Assessment information*
        Samples of anecdotal records, rubrics, checklists, or summaries of
        assessments you performed
11._____Classroom Management*
        Describe physical set up of classroom [photos or diagram]
        Class schedule & class list
        Seating arrangement of students [diagram]
        Teacher/Learner styles observed [summary paragraphs]
        Behavior/Disciplinary procedures [summary paragraphs]
12._____Parent/Guardian Communication*
        Letter of Introduction to CT and Family.
        Classroom and School Newsletters
13._____**Original signed Log of Field Experience**
        Place in front pocket of the notebook
14._____**Original signed Disposition Rubric**
        Place in front pocket of notebook [make 2 copies]
15._____**Original Core 2 Field Experience Rubric completed and signed by the**
cooperating teacher
Place in front pocket of notebook [make 2 copies]

*Denotes items which must be labeled on Table of Contents and tabbed.