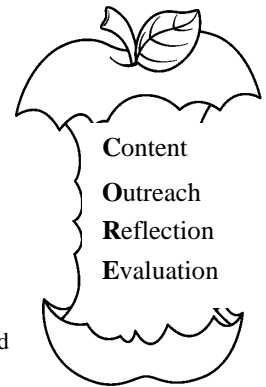


**Early Childhood, Elementary, and Middle Level Education Department**  
**ELE 3050.002 Diverse Contexts that Influence the Learning Process**



**Instructor:** Dr. Daniel Carter  
**Office:** 2176 Buzzard Hall  
**Email:** djcarter@eiu.edu  
**Office Hours:** Tuesday – 11:00-1:00, Wednesday 2:30-5:30  
**Phone:** 217-581-5728 (Messages Only)  
**Class Meetings:** Tuesdays 1:30-5:30, 1302 Buzzard and Mark Twain School; Thursdays 1:30-2:20, 1302 Buzzard  
**Semester:** Spring 2018

**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. & Tryun, 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 professor 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* (9<sup>th</sup> 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](http://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](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.ncaete.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.

**Note:** The professor reserves the right to assign Community Service Time when out in the field

Course Core Requirements	Demonstrated Competencies	Aligned Standards
<b>Professional Development Plan</b>	Students will outline a plan for professional development by establishing goals, timelines, and desired outcomes.	<b>IPTS:</b> 1F, 6E, 9D, 9E, 9H, 9K <b>ACEI:</b> 5.1, 5.2 <b>AMLE</b> A1a, A1c, A1d, D5a, D5b, D5d, <b>SEL:</b> 1B.5a, 1B.5b, 1C.5b <b>Dispositions:</b> IWS, PEP, EC, PTSL, SDE
<b>Letter of Intent</b>	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.	<b>IPTS:</b> 1F, 6E, 9D, 9E <b>ACEI:</b> 5.1 <b>AMLE</b> C4a, C4d, D5a, D5d, <b>SEL:</b> 1B.5a, 1B.5b, 1C.5b <b>Dispositions:</b> PEP, EC

Course Core Requirements	Demonstrated Competencies	Aligned Standards
<b>Field Experience</b>	<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>Students must satisfactorily complete all aspects of the field component in order to successfully pass the course.</p>	<p><b>IPTS:</b> 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><b>ACEI:</b> 1.0, 2.1, 3.4, 5.1, 5.2</p> <p><b>AMLE</b> A1a, A1b, A1c, A1d, B2a, B2b, B2c, C4a, C4b, C4c, C4d, D5a, D5b, D5d,</p> <p><b>SEL:</b> 1A.5a, 1A.5b, 2A.5b, 2B.5a, 2C.5a, 2C.5b, 3C.5a, 3C.5b</p> <p><b>Dispositions:</b> IWS, PEP, EC, PTSL, SDE</p>
<b>Position Paper</b>	<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><b>IPTS:</b> 1A, 1C, 1E, 4B, 4C, 4D, 6E, 8A, 8D, 9A, 9K, 9U</p> <p><b>ACEI:</b> 5.2</p> <p><b>AMLE</b> A1a, A1b, A1c, A1d, B3b, C4b, C4c, C4d, D5a, D5b, D5c, D5d</p> <p><b>SEL:</b> 2A.5a, 2B.5a, 2B.5b, 3A.5a, 3A.5b</p> <p><b>Dispositions:</b> EC</p>
<b>Article Review</b>	<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><b>IPTS:</b> 1A, 1C, 1E, 2E, 2G, 4B, 4C, 4D, 8C, 9K</p> <p><b>ACEI:</b> 5.1</p> <p><b>AMLE:</b> A1a, A1b, A1c, A1d</p> <p><b>SEL:</b> 2A.5a, 2B.5a, 2B.5b, 2C.5a, 2C.5b</p> <p><b>Dispositions:</b> PEP, EC, SDE</p>
<b>Current Event</b>	<p>Summarize current information as presented by the media and reflect on its potential impact on children's development and well-being.</p>	<p><b>IPTS:</b> 2B, 8A, 9K, 9U</p> <p><b>ACEI:</b> 5.2</p> <p><b>SEL:</b> 2A.5a, 2B.5a, 2B.5b, 2C.5b, 3A.5a, 3A.5b</p> <p><b>AMLE</b> C4d, D5b</p> <p><b>Dispositions:</b> PEP, EC, SDE</p>

Core Assignments	Brief Description	Due Date	Point Value
<b>LiveText Field Experience Self-Assessment Report</b>	A LiveText document will be submitted that summarizes the field experience and includes a dispositional self-assessment	<b>Due by April 26</b>	<b>Mandatory Completion</b>
<b>Professional Development Requirement (PDR) [salmon-colored sheet]</b>	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.	<b>Due by April 26</b>	<b>Mandatory Completion</b>
<b>LiveText Letter of Intent</b>	The Letter of Intent will be discussed, reflected upon, and revised 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 part of their Introduction to Education course requirement.	<b>Due by March 8</b>	<b>Mandatory Completion</b>
<b>Field Experience Service Learning Hours</b>	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.	<b>Due by April 26</b>	<b>Mandatory Completion</b>
<b>Professional Development Plan</b>	Two stages: midterm and end-of-the-semester plan for success in future Core II practicum.	<b>Midterm by appointment and part 2 due by April 24</b>	<b>30 pts</b>
<b>Reflective Reports from the Field Experience</b>	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.	<b>Due weekly on Tuesdays by 1:30 pm submitted through D2L.</b>  <b>(11 entries X 10 points each) + (1 summative entry X 20 points)</b>	<b>130 pts</b>
<b>Position Paper 1</b>	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.	<b>Due by March 6</b>	<b>30 pts</b>

Core Assignments	Brief Description	Due Date	Point Value
<b>Final Exam: Position Paper 2 and Analysis</b>	Conduct an analysis between Position Paper 1 and Position Paper 2. Lay out all the facts side by side and consider not only the school environment, but the community context as well. Revisit the Article Review assignment. Make an assessment for replication between the two locations.	<b>Due by May 2</b>	<b>40 pts</b>
<b>Article Review</b>	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.	<b>Due by March 27</b>	<b>30 pts</b>
<b>Current Event</b>	Summarize current information as presented by the media and reflect on its potential impact on children's development and well-being.	<b>Varying due dates depending on sign-up sheet</b>	<b>10 pts</b>
<b>Self-introduction Paper</b>	Identify five to ten factors that have had a major influence on your overall development (cognitive, social, emotional, spiritual, and physical). Expand on three factors, reflecting on how each has impacted your personality and identity.	<b>Due by January 16</b>	<b>10 pts</b>
<b>Participation</b>	Students are expected to attend class and field experience. Active participation is required, both on an individual basis and in group situations.	<b>Varies per day of the week</b>	<b>50 pts</b>

**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 sheet

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.**

### Summary of Assessments:

1. LiveText Letter of Intent – 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 Mark Twain, 10 self-selected – required to pass the course
4. Professional Development Requirement (PDR) – required to pass the course
5. Reflective Reports from the Field – 110 possible points
6. Summative Reflective Report from the Field – 20 possible points
7. Professional Development Plan – possible 30 points
8. Position Paper 1 – possible 30 points
9. Article Review – possible 30 points
10. Final Exam: Position Paper 2 and Analysis – 40 possible points
11. Current Event – 10 possible points
12. Self-introduction Paper – 10 possible points
13. Participation – 50 possible points

**Total possible points: 330 pts**

### 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. There is a significant amount of writing of writing required for this course – students are urged to follow the syllabus outline carefully.

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."

## COURSE OUTLINE

Class Session	Topic/Content	Be Prepared to Discuss	Due
<b>1: T Jan 9</b> (1:30-2:20)	Introduction  Overview of Course Purpose and Requirements  Factors that influence development		Arrange for fingerprinting if not already on file in the Dean's office.
<b>2: R Jan 11</b> (1:30-2:20)	LiveText  Dispositions  Review syllabus and complete the field experience contract	LiveText requirements (Letter of Intent, Field Experience Self-Evaluation)  30 hours of Documented Field Experience  Professional Development Requirement (PDR) sheet	
<b>3: T Jan 16</b> (1:30-2:20)	Meet with host school principal Expectations for field work		<b>Self-introduction Paper</b>
<b>4: R Jan 18</b> (1:30-2:20)	What is Service Learning?  Principles for Success  Discuss protocol and ideas for field experience	Chapter 9  Ideas for first day of field experience	
<b>5: T Jan 23</b> (1:30-4:00)	<b>Meet at Mark Twain School for class</b>  Mark Twain Field Experience Week 1		<b>Find EIU blue shirt/sweatshirt to wear for Tuesdays out in field</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>6: R Jan 25</b> (1:30-2:20)	Reflections from first field experience	Discuss weekly reflective Field Reports	

<b>Class Session</b>	<b>Topic/Content</b>	<b>Be Prepared to Discuss</b>	<b>Due</b>
<b>7: T Jan 30</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 2		<b>Week 1 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>8: R Feb 1</b> (1:30-2:20)	Teacher's Role	Current Event Assignment and Schedule  Chapter 7	
<b>9: T Feb 6</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Discuss Position Paper 1  Mark Twain Field Experience Week 3	Position Paper 1	<b>Week 2 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>10: R Feb 8</b> (1:30-2:20)	Extended Family Influence  Discuss Letter of Intent	Chapter 1	<b>Current Event 1 Presentation</b>
<b>11: T Feb 13</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 4		<b>Week 3 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>12: R Feb 15</b> (1:30-2:20)	Informal Learning Environments  Extended Family Influence	Chapter 8	<b>Current Event 2 and 3 Presentation</b>
<b>13: T Feb 20</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 5	Discuss Article Review	<b>Week 4 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Position Paper 1</b>  <b>Wear EIU blue</b>



			[If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>14: R Feb 22</b> (1:30-2:20)	<b>NO CLASS – APPOINTMENTS FOR MIDTERM – SEE SCHEDULE</b>		
<b>15: T Feb 27</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 6		<b>Week 5 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>16: R March 1</b> (1:30-2:20)	<b>NO CLASS – APPOINTMENTS FOR MIDTERM – SEE SCHEDULE</b>		
<b>17: T March 6</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 7		<b>Week 6 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>18: R March 8</b> (1:30-2:20)	<b>NO CLASS – APPOINTMENTS FOR MIDTERM – SEE SCHEDULE</b>		<b>LiveText Letter of Intent</b>
<b>T March 13</b>  <b>SPRING BREAK</b>			
<b>R March 15</b>  <b>SPRING BREAK</b>			

<b>19: T March 20</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 8		<b>Week 7 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>20: R March 22</b> (1:30-2:20)	Learning Opportunities	Chapter 10	<b>Current Event 4 and 5</b>
<b>21: T March 27</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 9		<b>Article Review</b>  <b>Week 8 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>22: R March 29</b> (1:30-2:20)	Building Collaborative Relationships	Chapter 6	<b>Current Event 6 and 7</b>
<b>23: T April 3</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 10		<b>Week 9 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>25: R April 5</b> (1:30-2:20)	Making Parents Your Partners	Chapter 4	Current Event 8 and 9
<b>26: T April 10</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 11		<b>Week 10 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>

			[If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>27: R April 12</b> (1:30-2:20)	Skill of Collaboration	Chapter 5	<b>Current Event 10 and 11</b>
<b>Class Session</b>	<b>Topic/Content</b>	<b>Be Prepared to Discuss</b>	<b>Due</b>
<b>28: T April 17</b> (1:30-4:00)	<b>Meet at Mark Twain School</b>  Mark Twain Field Experience Week 12 – Last Field Experience Day		<b>Week 11 Field Report due by 1:30 pm, submitted through DropBox</b>  <b>Wear EIU blue</b>  [If you are absent on a Tuesday, you will need to make up your time at Mark Twain]
<b>29: R April 19</b> (1:30-2:20)	Importance of Reflection	Chapter 9	<b>Current Event 12</b>
<b>30: T April 24</b> (1:30-2:20)	<b>Meet for class in Buzzard 1302</b>  Philanthropic Modeling	Read <i>Epilogue</i>  Discuss Summative Field Experience Report through DropBox	<b>Professional Development Plan</b>  <b>Current Event 13</b>
<b>31: R April 26</b> (1:30-2:20)	Final Reflections and Debriefings		<b>LiveText Field Experience Self-Assessment Report due</b>  <b>30 Service Hours due</b>  <b>Last day for PDR sheet</b>  <b>Summative Field Experience Report due by 12:30 pm, submitted through DropBox</b>
<b>32: May 2</b> <b>2:45-4:45</b>	Final Exam		<b>Position Paper 2 and Analysis (final exam) due by 12:30 pm</b>

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](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 581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

**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* (2<sup>nd</sup> 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* (4<sup>th</sup> 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.

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,  
please contact the Office of Disability Services at 581-6583.  
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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. 1), I ( \_\_\_\_\_ ) will:

Print Name

### Field Experience Expectations:

- Arrive on time as scheduled during field experiences each Tuesday 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 within the field experience from my instructor is needed 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.

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(Teacher Candidate Signature)

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(Date)