Department of Early Childhood, Elementary, and Middle Level Education  
ELE 3000.002  
Instructional Strategies for the Elementary Classroom  
Spring 2008

Instructor: Daniel Carter  
Location: PHYS 2437  
Time: T,R – 10:00-11:40  
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EIU CEPS Theme: Educator as creator of effective educational environments – integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: Topics include instructional strategies, models for classroom management and discipline, parent-school community involvement and school law. Forty-five hours of field-based activities primarily in reading and language arts. Prerequisite: ELE 2000 and ELE 2320. Concurrent enrollment in ELE 3280 and ELE 3350, or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Course Purpose: The purpose of this course is to provide proven teaching methods coupled with effective instructional theory, best practice, to pre-service teachers. We want to develop the premise that the teacher is an educational leader and decision-maker who both directly affects the students and influences the presentation of subject matter. We will offer a broad spectrum of instructional methodologies, techniques, and approaches that are workable in today’s diverse classrooms.

Course Texts:  


Supplemental Materials:  
Live Text Account - Professional Portfolio Packet - ITC Proficiency Packet

Learning Model: Social Systems  
This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse.  

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.

Course requirements and demonstrated competencies are aligned with the following standards:  
Illinois Professional Teaching Standards (IPTS)  
http://www.isbe.il.us/profprep/PDFs/ipts.pdf  
Association for Childhood Education International (ACEI)  
http://www.acei.org/Synopsis.htm  
National Association for the Education of Young Children (NAEYC)  
http://www.naeyc.org/accreditation/next_era.asp  
Illinois Core Language Arts Standards (ICLAS)  
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf  
Illinois Core Technology Standards (ICTS)  
Outcomes specific to ELE 3000:
The students will be able to:

- Use a variety of assessment and evaluation procedures, demonstrate alternative instructional methods to teach the designated curriculum in order to achieve similar learning outcomes.
- Use the designated curriculum and Illinois Learning Standards, design instruction to meet the needs of all students and foster a desire to learn.
- Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
- Model appropriate professional behavior.
- Design instruction to promote a healthy self-concept in students.
- Demonstrate alternative methods of achieving similar learning outcomes. Decide what will be learned and ways to achieve it.

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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tbody>
<tr>
<td>Planning</td>
<td>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.</td>
<td>IPTS 1, 2, 3, 4, 6 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 2.3 ICTS 3A, 3F</td>
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<tr>
<td>Classroom Management</td>
<td>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.</td>
<td>IPTS 2, 5, 7 ACEI 1, 3.2 NAEYC 1, 5</td>
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<tr>
<td>Technology</td>
<td>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.</td>
<td>IPTS 12 ACEI 5.3, 5.4 NAEYC 3, 7 ICTS 1, 2, 3, 5, 7, 8</td>
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| Professionalism | Performance includes fulfillment of course requirements and school and classroom guidelines as directed by the university supervisor and the classroom teacher. Dispositions of inquiry, serious effort, and dedication to excellence will be expected. Appropriate dress, cleanliness, smiles, ready conversation with children will be typical of the professional teacher candidate. Focus is on the participants’ joy and well-being in the classroom. | IPTS 11  
ACEI 5.1  
NAEYC 1, 6, 8, 10 |
|-----------------|-------------------------------------------------------------------------------------------------|-----------------|
| Evaluation of teaching performance | Participants will engage in self evaluations as directed by the university supervisor. Participants will study the Block I practicum rubric which the classroom teacher will use to evaluate their practicum performance. Focus is on participants being able to evaluate their teaching effectiveness based upon student products which result from their teaching. | IPTS 8  
ACEI 4, 5.2  
NAEYC 4  
ICLAS 1, 2, 3  
ICTS 3A, 7K, 8A |
| Practicum Notebook Documentation | Fulfillment of the instructor’s guidelines for the practicum notebook may require:  
- Triangulation of evaluation (self, practicum evaluator, cooperating teacher)  
- Log of practicum hours  
- Daily lesson plans  
- Daily journal/reflections  
- Development of teaching materials  
- Copies of manual pages used in planning  
- Copies of student products  
Focus in on the organization, presentation, and professionalism of the practicum notebook contents. | IPTS 10  
ACEI 5.1  
NAEYC 6  
ICLAS 1, 2, 3  
ICTS 1A, 5A, 7A, 7I |
| EIU Professional Portfolio | Performance includes completion of the professional portfolio by selecting artifacts, stating the IPTS competency met by the selected artifact, restating the IPTS standards in one’s own words with a rationale for the selection of the included artifact. A table of | IPTS 10, 11  
ACEI 5.1, 5.4  
NAEYC 8, 10  
ICLAS 1, 2, 3  
ICTS 1A, 5A, 7A, 7I |
contents will be created along with the inclusion of a resume and letter of intent. The instructor will assess the professional portfolio and sign the Professional Development Requirement sheet. Focus is on the initial creation of a professional portfolio that will be supplemented in subsequent semesters with additional professional achievements and accomplishments.

### Participation

Performance includes presence and contribution during class meetings, support of peer classmates, children, and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children, and peers. Daily attendance over the course of the three-week practicum experience is required.

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<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Point Value</th>
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<tr>
<td>Department Lesson Plan</td>
<td>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</td>
<td>60 pts each</td>
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<tr>
<td>Discipline Project</td>
<td>Based on text, practicum experience, and classroom discussion, the students will be expected to design a discipline plan that describes the environment for learning and teaching within their future classroom. Expectations will be to research various classroom management and discipline theories, incorporating one or a combination of these with their own experiences and ideas, creating a discipline strategy that best reflects their educational beliefs.</td>
<td>75 pts</td>
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<tr>
<td>Leadership of Discussion</td>
<td>Each student will lead the class in discussion concerning an educational topic of individual choosing. The purpose of the discussion is to facilitate thinking and explore alternate ideas while allowing for equal participation and contribution of opinions and thoughts.</td>
<td>20 pts</td>
</tr>
<tr>
<td>In-class Assignments and Quizzes</td>
<td>Daily assignments may be offered in connection with course content. Assignments will be an incorporation of multiple language arts elements. Credit for the assignment is dependent upon attendance.</td>
<td>10 pts each</td>
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IPTS 2, 7, 10, 11
ICLAS 4.5
NAEYC 3, 4a, 4b, 4c, 5
ACEI 3.1, 3.5
### Idea File
A “file box” that contains fifty teaching ideas will be made by each student. Ideas can be developed on your own, ones obtained from class, or cited from other sources. Be sure to incorporate ideas involving various subject areas, as well as classroom management strategies.  

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<tr>
<th>Idea File</th>
<th>25 pts</th>
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### Practicum Notebook
The collection of practicum artifacts is a means by which the course instructor can become informed about each student’s personal and individualized practicum experience.  

| Practicum Notebook | Teacher Evaluation: 70 pts  
|--------------------| Lesson Observation: 60 pts  
|                    | Journal: 30 pts  
|                    | Lesson Plans: 50 pts  
|                    | Visual Instruction: 25 pts |

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<tr>
<th>Midterm and Final Exams</th>
<th>75 pts each</th>
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### Midterm and Final Exams
The exam consists of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.  

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### Participation / Goal Activity
All notes, in-class work, and assignments should be kept neatly organized in a three ring binder. These will be reviewed during the final exam and used to aid in evaluating class participation. You also will be expected to establish at least one personal/individual goal for this course, reporting at the end of the semester your attempts and efforts to attain that particular goal.  

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### Reading Assignments & Discussion Questions
It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.  

### Mandatory Completion:
- LiveText submissions (Lesson Plan and Field Experience)
- Eastern Illinois University Professional Portfolio
- Professional Development Requirements sheet
- Instructional Technology Center proficiency

If the portfolio 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.

### Grading Scale:
- 92%-100% = A
- 82%-91% = B
- 72%-81% = C
- 62%-71% = D

### Consistent attendance is a basic expectation and extremely important to educational progress. You are expected to notify the instructor prior to any absence. Grades on all assignments will be deducted 5% of the possible points for each weekday the assignment is late. 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, and class contributions.

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All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me as soon as possible or contact the Director of Disability Services (581-6583).
Professional References:


