Unit 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.

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, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Course requirements and demonstrated competencies are aligned with the following standards:
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 Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDrv/pdfs/24100_coretechnology.pdf
**Course Outcomes:**

- Using a variety of assessment and evaluation procedures, demonstrate alternative instructional methods to teach the designated curriculum in order to achieve similar learning outcomes.
- Using 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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</table>
| **Planning**        | 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 1, 2, 3, 4, 6
|                     |                           | ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4
|                     |                           | NAEYC 2.5
|                     |                           | ICTS 3A, 3F |
| **Classroom Management** | 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. | IPTS 2, 5, 7
|                     |                           | ACEI 1, 3.2
|                     |                           | NAEYC 1, 5 |
| **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. | IPTS 12
|                     |                           | ACEI 5.3, 5.4
|                     |                           | NAEYC 3, 7
|                     |                           | ICTS 1, 2, 3, 5, 7, 8 |
| 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 | IPTS 10, 11  
ACEI 5.1, 5.4  
NAEYC 8, 10  
ICLAS 1, 2, 3  
ICTS 1A, 5A, 7A, 7I |
included artifact. A table of 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.

<table>
<thead>
<tr>
<th>Assignments and Requirements: (Specific guidelines for the written assignments/projects will be provided as the semester progresses.)</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td><strong>Points</strong></td>
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<tr>
<td>1. Departmental Lesson Plans (one of these must be submitted on Livetext)</td>
<td>30 pts. each (2)</td>
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<tr>
<td>2. Discipline Model Presentation</td>
<td>25</td>
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<tr>
<td>3. Personal Discipline Model Plan</td>
<td>25</td>
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<tr>
<td>4. Exams (1 Midterm, 1 Final)</td>
<td>50 Pts ea.</td>
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<tr>
<td>5. Practicum Participation:</td>
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<tr>
<td>Lesson Plan</td>
<td>30 Pts.</td>
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<tr>
<td>Lesson Observation</td>
<td>45</td>
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<tr>
<td>Practicum Journal</td>
<td>50</td>
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<tr>
<td>6. ITC Proficiency</td>
<td>Mandatory Pass</td>
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<tr>
<td>7. Portfolio</td>
<td>Mandatory Pass</td>
</tr>
<tr>
<td>8. Professional Development Requirements</td>
<td>Mandatory Pass</td>
</tr>
<tr>
<td>9. Live Text Submission (Lesson Plan and Practicum Reflection)</td>
<td>Mandatory Pass</td>
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Note: 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**

All students are expected to complete readings and assignments in a timely fashion so that they can participate in class discussions and experiences. Attendance is expected, as a basic premise of professional educators is that attendance and participation are extremely important to educational progress. Excessive absences are cause for failure in this class. Due date will be set for all work, and grades on all assignments will be lowered five points for every day late. Up to two absences are allowed without penalty. Five points will be deducted for each absence from class after the first two.

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

Topic 1  The Teacher – Chapter 1
Scientific Basis for the Art of Teaching
- Historic Perspective
- Best Practice
- Authentic Relationships
- Models of Teacher Development

Topic 2  Student Learning in a Diverse Classroom – Chapters 2 and 4
- Perspective on Planning
- Instructional Objectives and Domains
- Individualizing Instruction

Topic 3  Teacher Planning - Chapter 3
- Introduction of EIU Lesson Plan Format
- Curricular Expectations
- Planning for Time and Space

Topic 4  Instructional Strategies – Chapter 8,9,10,11
- Concept Teaching
- Cooperative Learning
- Problem-based Learning
- Classroom Discussion

Topic 5  Classroom Management and Discipline – Chapter 5 and Charles Book
- Theories and Research
- Preventative Measures
- Managing Disruptive Behavior

Topic 6  Evaluation – Chapter 6

Topic 7  School Reform and School Law
- School Law
- Self-Management
- Reinforcement, Classroom Ecology, Child-centered Approaches

Forty-five hours of practicum – Tentative dates: March 31 – April 18

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:


Supervision and Curriculum Development.


