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. Forty-five hours of Practicum participation is required.

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. *Joyce, B., Weil, M., & Showers, B. (1992). Boston: Allyn and Bacon*

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:
- 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
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 Objectives</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 Documentation**

Focus in on the professional organization and presentation of the practicum experience.

| 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 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.

| IPTS 10, 11 | ACEI 5.1, 5.4 | NAEYC 8, 10 | ICLAS 1, 2, 3 | ICTS 1A, 5A, 7A, 7I |

**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.

| IPTS 10, 11 | ACEI 5.1 | NAEYC 1 |

**Assignments and Requirements:**

A. **Examinations:** Two written tests consisting primarily of objective items and one/two short essay questions will be administered to assess student understanding of the course content. The first of these will be the midterm and the second one will be the final exam given at the scheduled time for finals. (Final Exam: Wednesday, April 30, 2008 – 12:30 – 2:30 p.m.)

B. **Assignments:** Specific guidelines for the written assignments/projects will be provided as the semester progresses. The major assignments are:
• Departmental Lesson Plans: 30 pts each (2)
  (1 on Livetext and 1 hard copy)
• Education Issue – Facilitation of Discussion 20 pts
• Personal Discipline Plan: 30 pts
• Discipline Model Presentation 40 pts
• Teaching Demonstration 40 pts
• Idea File: 30 pts
• In-class Assignments: 10 - 20 pts each
• Exams 50 pts each
• Practicum Participation:
  Practicum evaluation 70 pts
  Lesson observation 50 pts
  Dispositions 30 pts
  Practicum journal/discussion board 40 pts
  Lesson plan 30 pts
• ITC Proficiency: Mandatory Pass
• Professional Development Requirements: Mandatory Pass
• EIU Portfolio: Mandatory Pass
• Live Text (Lesson Plan & Practicum Reflection): Mandatory Pass

Class attendance and participation are expected for this course.

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.

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

D. Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions, and performance in assignments. Midterm grades will be determined based on the points earned to date. All assignments must be completed in an exemplary fashion in order to receive an A. Just meeting the basic requirements of the assignment will be worth only “B” grade. Assignments and scoring rubrics will be discussed in class when first assigned.

E. Practicum: The tentative dates for practicum are: March 31st – April 18th. The practicum will be about three weeks long for at least three hours a day from approximately 11:30 till end of school day. The Practicum must be satisfactorily completed to pass the course.

F. Late Assignments: Grades on late assignments will be lowered after the due date.

G. LiveText:
  • A requirement for this course is the ownership of a license to LiveText. This license can be purchased at the University Book Store. LiveText can also be purchased online.
  • A requirement of this course is the submission of artifacts for your electronic portfolio.
  • Students who do not successfully complete the required performance assessment (direct instruction lesson plan) will earn less than a “C” for the course.

H. Other: Disabilities, honesty: A concerted effort will be made to accommodate students with disabilities. It is the student’s responsibility to inform the instructor of any special needs at the
beginning of the semester. If you have a disability or think you may have a disability under ADA contact the Office of Disability Services at 581-6583.

Students are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. Any kind of plagiarism shall be dealt with strictly.

**The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.**

**Course Topics:**

Scientific Basis for the Art of Teaching
- Historic Perspective
- Authentic Relationships
- Best Practice
- Models of Teacher Development

Teacher Planning
- Perspective on Planning
- Individualizing Instruction
- Instructional Objectives and Domains

Lesson Planning
- Introduction of EIU Lesson Plan Format
- Curricular Expectations
- Planning for Time and Space

Direct Instruction and Alternative Learning Models
- Concept Teaching
- Problem-based Learning
- Cooperative Learning
- Classroom Discussion

Classroom Management
- Theories and Research
- Managing Disruptive Behavior
- School Law
- Preventative Measures
- Classroom Management
- Self-Management
- Reinforcement, Classroom Ecology, Child-centered Approaches

Assessment and Evaluation
- Standardized Testing
- Alternative Assessments
- Assessment Programs

Learning Communities and Student Motivation
- Strategies for Motivating
- Building Classroom Community
- Intrinsic Values and Students’ Interests

Student Learning in Diverse Classrooms
- Exceptionalities
- Language Diversity – ELL
- Social Class Differences
- Culture, Ethnicity, Race
- Gender Differences

Differentiating Instruction
- Connecting Multiple Methods
- Management and Assessment
- Flexible Grouping

School Leadership and Collaboration
- Schools as Workplaces
- Personnel Collaboration
- Organizational Skills

Teacher Qualities/First-Year Expectations
- Parent-Teacher Conferencing
- Community Relations
- Professional Development
Professional References:


www.ascd.org

www.learner.org