

Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
ELE 2050 - The Whole Child: Teaching and Learning in the Educational Environment

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Office Hours: Mondays 9 a.m. – 10 a.m.; Tuesdays/Thursdays 9:30 a.m. – 10:30 a.m.; Tuesdays 1:45 p.m. – 2:45 p.m.

Phone: 217-581-5728 (Messages Only) Cell: (217) 621-1007 (Preferred number)

Class Meetings: Mondays/Wednesdays 11:30 a.m. – 12:45 p.m.

Semester: Fall 2015

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

Course Description: This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begin to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments (3-1-3).

Purpose/rationale: This course is driven by the need to prepare teacher candidates for newly designed standards-based requirements. New expectations have a greater emphasis on subject matter mastery, the ability to display critical thinking and writing skills, and providing evidence of understanding the contextual diverse needs of all learners.

Prerequisites: The prerequisite for this course is ELE 1050. For transfer students, concurrent enrollment in ELE 1050 during the semester they enroll in ELE 2050 will be permitted with department chair approval.

Prerequisites for Observation: A background check is required for ELE 2050 before observing in schools. You may not go out to any school for an observation until the Dean's office has your background check on file and your ELE 2050 professor has received notification from the Dean's office indicating your eligibility for observations.

Practicum Policy: You may not enroll more than twice in any undergraduate professional education course that includes a field experience or practicum. If you wish to attempt such a course beyond that limit, you must appeal to the department offering the course. If your request is approved, your department must develop a remediation plan that you must complete prior to re-enrollment.

Course Textbooks: Santrock, J. (2016). *Children (13th ed.)*. New York, NY: McGraw Hill.

Supplemental Materials: Course Packet

Teaching Model:

The Information-Processing Models

- 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).

The Social Model

- 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, 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: For those classes with Live Text or Practicum- 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.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stdts.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.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 2050:

Pre-service teachers enrolled in this course will:

1. Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.
2. Recognize and reflect on the impact educational issues have (both current and historical) on children’s learning.
3. Interpret how teachers’ backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.
4. Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner.
5. Apply professional language and dispositional awareness.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Written Reflective Reports	<p>Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.</p> <p>Recognize and reflect on the impact educational issues have (both current and historical) on children’s learning.</p> <p>Interpret how teachers’ backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.</p> <p>Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions, which lead to becoming a reflective practitioner.</p> <p>Apply professional language and dispositional awareness.</p>	<p>IPTS: 1B, 1E, 1F, 1I, 1K, 2A, 3A, 3F, 3H, 4B, 4D, 4E, 5F, 8I, 8B, 8M, 9D, 9H, 9I, 9J, 9K, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 2.1, 2.6, 2.7, 3.2, 5.1</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d</p> <p>AMLE: A1a; A1b, A1c, A1d, B3a, B3b, C4a, C4b, C4c, C4d; D5a, D5b, D5c, D5d</p>

		Dispositions: IWS, PEP, EC, PTSL, SDE
Educational Autobiography	The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.	IPTS: 1F, 1I, 3C, 3F, 3H, 6E, 9K, 9T, 9U ACEI: 1.0 AMLE: A1a; A1b, A1c, A1d
Regular Journal Entries	Performance includes participation according to instructor guidelines. Reflections are the internalization of the knowledge and pedagogical learning of each participant. Reflections consist of both a description of what happened and a thoughtful analysis of those events for the progress of learning for the child, the class, and the teacher candidate.	IPTS: 1K, 3A, 3C, 3F, 3H, 4H, 5O, 8B, 9T SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C ACEI: 1.0, 5.1 NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d AMLE: A1; C4b, C4c; D5a, D5d Dispositions: IWS, PEP, EC, PTSL, SDE
Current Event on Relevant Educational Topics	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS: 2A, 2D, 2N, 6S,
Quizzes and Exams	The students will demonstrate their content knowledge of child development within an educational setting through the completion of varying assessment tools.	IPTS: 1A, 1B, 1C, 1E, 1I, 2A, 2C, 2D, 2E, 2G, 2H, 3A, 3C, 3F, 4F, 4H, 5A, 5B, 5O, 6C, 7A, 8B, 8E, 8F, 8M, 9B, 9F, 9H SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D ACEI: 1.0, 3.2 NAEYC: 1a, 1b, 2a, 3a, 4a AMLE: A1; B3; C4a, C4b, C4c, C4d D5

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Written Reflective Reports	<p>Comprehensive Written Reflective Reports on 30 hours of assigned Field Experiences (total of 5 reports, one specific report for each age/grade level). Specific instructions on submitting the reports will be provided by the instructor.</p> <p>Written reports will be submitted via d2L Dropbox by assigned due dates.</p> <p>Specific instructions for the written reflective reports are in d2L. It is recommended that each student print the specific instructions for each report prior to beginning observations.</p>	<p>Report 1: Due October 5, 2015 by 11:30 a.m. 50 points</p> <p>Report 2: Due October 26, 2015 by 11:30 a.m. 50 points</p> <p>Report 3: Due November 9, 2015 by 11:30 a.m. 50 points</p> <p>Report 4: Due November 30, 2015 by 11:30 a.m. 50 points</p> <p>Report 5: Due December 4, 2015 by 11:30 a.m. 50 points</p>	25%
Educational Autobiography	<p>Through reflection, students will analyze their personal educational experiences to gain insight for future professional practice. Your course instructor will provide specific instructions. This paper will be a minimum of 5 pages, double-spaced, 12-point font, Times New Roman, and one-inch margins.</p>	<p>Due: December 2, 2015 by 11:30 a.m. via d2L. 100 points</p>	10%
Regular Journal Entries via Discussion Board	<p>Maintain on-going reflection about field placement experiences (teacher dispositions, classroom management, student-teacher interaction) and course content (child development and educational issues). You will need to write a minimum of 250 word reflection of each hourly individual observation. The reflection must be submitted in LMS by assigned dates using the discussion board. For each hour of observation, your</p>	<p>Each Journal Entry is worth 5 points.</p> <p>Journal Entries 1 – 5 are due October 5, 2015 by 11:30 a.m. via d2L Dropbox.</p> <p>Journal Entries 6 – 10 are due October 26, 2015 by 11:30 a.m. via d2L Dropbox.</p> <p>Journal Entries 11 – 15 are due November 9, 2015 by 11:30 a.m. via d2L Dropbox.</p> <p>Journal Entries 16 – 20 are due November 30, 2015 by</p>	15%

	<p>written report will begin with a statement including date of observation class size, and age/grade level. Reflect upon the learning you observed, using concrete examples as evidence. For example, you may provide student responses, student engagement, questions/answers, and participation. Instead of stating “everyone was good”, be specific about behaviors. Do not make blanket judgments or statements about the students, teacher(s), or school, Students will participate in a threaded discussion with a small group of peers, you must respond to everyone’s post at least once per age/grade category. You may respond several times as appropriate for the discussion. The purpose of this threaded discussion is to communicate with other ELE 2050 students about your classroom observations.</p> <p>A good posting makes others want to respond to what you have said. You need to begin with background information. Please be thoughtful and reflective in your responses. In your postings, do not use your teacher’s name or students’ names. You may say something like, “I observed in a 3rd grade classroom and ...”, “One girl”, etc.</p> <p>Postings should reflect student-to-student interactions, student-</p>	<p>11:30 a.m. via d2L Dropbox.</p> <p>Journal Entries 21 – 25 are due December 4, 2015 by 11:30 a.m. via d2L Dropbox.</p> <p>Journal Entries 26 – 30 are due December 9, 2015 by 11:30 a.m. via d2L Dropbox.</p>	
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	<p>teacher interactions, socioemotional development, cognitive development, and physical development.</p> <p>In your postings, display good dispositions by treating others with respect and courtesy. Read carefully and reflect upon the message before responding. Respect diversity of opinions. Say something precise that adds to the discussion, including questions that are answerable.</p>		
Current Event on Relevant Educational Topics	<p>Summarize current information as presented by the media and reflect on its impact on education. Your instructor will provide specific instructions.</p> <p>Students will present a current event (not more than a week old at the time of presentation) and reflect on the impact on education. The presentation will be about 3 to 5 minutes in length. A one page, typed, double-spaced paper (hard copy) must be submitted at the beginning of class on the date of presentation. It should include the source of the current event, date, summary of event, and possible impacts on education. This assignment must be submitted in class.</p>	<p>Due Date: Students will sign up for a date to complete their current event in class. 50 points</p>	5%
Quizzes and Exams	<p>Quizzes and Exams on Course Content. You will have five exams in this course. Exams will be based upon chapters, class discussions, videos, current events, and handouts.</p>	<p>Exam 1 (Chapters 1 -4) September 14th 80 points</p> <p>Exam 2 (Chapters 5 – 7) September 30th 80 points</p> <p>Exam 3 (Chapters 8 – 10) October 21st</p>	40%

		80 points Exam 4 (Chapters 11 – 13) November 11 th 80 points Exam 5 (Chapters 14 -16): Tuesday, December 15 th from 10:15 – 12:15 p.m. 80 points	
Participation	Participation in class discussions on a regular basis is expected.	50 points – Informal assessment tools/class activities will be used for participation points.	5%
30 hours of documented observation time	<p>Students will log in 30 hours of observation time in Birth through Grades 8. Teacher signature verifying attendance, professional appearance, and engagement with class is required for each observation. Most of these observations will be done in the Charleston/Mattoon area. Observation hours may not take place during ELE 2050 class time or during any of your other regularly scheduled classes.</p> <p>Observation hours required: Birth – Age 2: 5 hours Ages 3- 5: 5 hours Kindergarten – Grade 2: 5 hours Grade 3 – Grade 5: 5 hours Grade 6 – Grade 8: 5 hours Instructor Choice (Birth through Grades 8): 5 hours</p> <p>Students wanting to schedule hours while at home (maximum of 15 hours) will need to make early arrangements through the CEPS Dean’s Office. All schools visited must have approval prior to your observations. The instructor will provide specific sign-up information for observations.</p> <p>Students will be required to keep a log sheet for each visit. All parts of the log sheet must be completed including the cooperating teacher’s signature. Log sheets will be submitted to your instructor on the same dates as your written reflective reports. Specific instructions for submitting the log sheets will be provided by your instructor.</p>	Required to pass the course	
Professional Development Requirement	<p>Students will be expected to attend at least one student professional development meeting and have at least 3 hours of involvement with children through community outreach during the semester. Verification documents will be required.</p> <p>You may find some opportunities to volunteer at the following website: http://www.eiu.edu/volunteer/ (Remember, volunteer hours must have involvement with children. Not all volunteer hours listed on this website include working with children.)</p>	Required to pass the course	

This course is writing active because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Written Reflective Reports, Educational Autobiography, Journal Entries, Current Event and Quizzes/Exams.

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.

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

Attendance is expected. Attendance does not mean participation. Cell phones, laptops, and other electronic devices may not be used to interact with others on Facebook, Instagram, E-mail, Snapchat, texting, or any other off-task behavior. Electronic devices may be used to take notes and may be required for some class activities. Electronic devices will be available in class when needed for an assignment.

Students are expected to respect his/her teacher and peers. You should not be talking while another person is talking. You are expected to take notes during each class. A portion of this class will require you to complete activities/view videos online outside of class. A 10% deduction will automatically be taken off for late work. No assignments will be accepted 7 days after the original due date. Any student having difficulties meeting assigned due dates should meet with the instructor in advance outside of class.

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

The grading scale for this course will be: A = 93%-100%, B= 84%-92%, C= 75%-83%, D= 66%-74%, F = Below 66%

COURSE OUTLINE

Week 1

- **Educational Beginnings**
- Historical
- Political
- Philosophical issues

Week 2

- **Professional Behavior**
- ⇒ Dispositions
- ⇒ Advocate for students (e.g. mandatory reporting, sexual misconduct, corporal punishment, confidentiality)
- ⇒ Collaboration
- ⇒ Learning communities
- ⇒ Reflection
- ⇒ Openness to diversity
- ⇒ Ethical behavior including the use of digital tools
- ⇒ Impacts personal perspectives and biases have on one's teaching

Week 3

- **Current Trends in Education**
- ⇒ Illinois Teacher Performance Standards
- ⇒ Test of Academic Proficiency
- ⇒ Response to Intervention (problem solving teams)
- ⇒ Common Core State Standards (Introduction to standards, website, purpose)
- ⇒ Teacher Proficiency Assessment
- ⇒ Standards-Based Movement
- ⇒ Qualities of effective schools and teachers

Week 4

- **Educational Theories and Theorists in Curriculum Development and Instruction**
- ⇒ Dewey
- ⇒ Bloom

- ⇒ Mann
- ⇒ Committee of Ten
- ⇒ Froebel
- ⇒ Montessori
- ⇒ Reggio, Rousseau
- ⇒ Pestalozzi
- ⇒ Locke

Week 5

- **Child Development Theories and Theorists**

- ⇒ Psycho-Analytic/Freud
- ⇒ Cognitive Developmental/Piaget
- ⇒ Classical Conditioning/Pavlov
- ⇒ Socio-Cultural/Vygotsky
- ⇒ Behaviorism/Watson and Skinner
- ⇒ Social-Cognitive/Bandura
- ⇒ Ethological/Lorenz
- ⇒ Ecological/Bronfenbrenner
- ⇒ Psycho-Social/Erikson

- **Current Debates in Child Development**

- ⇒ Nature/nurture controversy
- ⇒ Continuity/discontinuity controversy
- ⇒ Active/passive controversy

Week 6

- **Assessing Children's Development**

- ⇒ The importance of child study
- ⇒ Typical/atypical development
- ⇒ Ways to gather information on children including universal screening, curriculum-based assessment, and progress monitoring
- ⇒ How learning takes place
- ⇒ Importance of play
- ⇒ Effects of abuse and/or challenging home environments on development
- ⇒ Effects of diversity (e.g. race and ethnicity, socioeconomic status, English Language Learners, gender, gender identity) that each child brings to learning across the curriculum

Week 7

- **The Whole Child: How Theory Impacts Learning**

Week 8

- **School Curriculum**

- ⇒ How it is used to guide what is taught
- ⇒ How children are assessed
- ⇒ How teachers use this information to inform their instruction to meet the needs of all learners
- ⇒ Differentiated instructional practices
- ⇒ Collaboration/co-teaching

Week 9

- **Biological Beginnings**

- ⇒ Evolutionary perspective on development
- ⇒ Genetic foundations of development
- ⇒ Dominant/recessive genes
- ⇒ Reproductive challenges/choices
- ⇒ Effects of teratogens on organogenesis

Week 10

- **Conception and Prenatal Development**

- ⇒ Fertilization
- ⇒ Cell differentiation
- ⇒ 3 periods of development

- ⇒ Nutrition
- ⇒ Brain development
- ⇒ Myelination

Week 11

- **Birth through the Toddler Years**
- ⇒ 3 stages of birth
- ⇒ Various birthing methods
- ⇒ Assessing the newborn
- ⇒ Premature/full term births
- ⇒ Personality characteristics based on genetics
- ⇒ Bonding
- ⇒ Physical/cognitive/socio-emotional development
- ⇒ Importance of physical activity and play

Week 12

- **Classroom Implications of Physical/Motor Development in Children – Birth Through Adolescence**
- ⇒ Age trends
- ⇒ Individual differences
- ⇒ Physical activity
- ⇒ Health challenges
- ⇒ Learning strategies to promote motor development in the classroom

Week 13

- **Classroom Implications of Cognitive Development in Children – Birth Through Adolescence**
- ⇒ Development of schema
- ⇒ Speech/language development
- ⇒ Memory
- ⇒ Development of learning skills including critical thinking and problem solving
- ⇒ Cognitive processes needed to master the Common Core Learning Standards
- ⇒ Strategies to support cognitive development in the classroom

Week 14

- **Classroom Implications of Emotional Development in Children – Birth Through Adolescence**
- ⇒ Age trends
- ⇒ Emotional regulation
- ⇒ Discipline
- ⇒ Emotions/thoughts
- ⇒ Strategies to support emotional development in the classroom and to maximize student engagement and attentiveness

Week 15

- **Classroom Implications of Social Development in Children – Birth Through Adolescence**
- ⇒ Age trends
- ⇒ Importance of friends/peers
- ⇒ Moving beyond the home environment
- ⇒ Pro-social/anti-social behavior
- ⇒ Learning and behavior
- ⇒ Social identity
- ⇒ Self efficacy
- ⇒ Strategies to support social development in the classroom

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."

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](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

ELE 2050 References

*Denotes Unit Conceptual Framework References

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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.



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 ELE 2050, I will:

Field Experience Expectations:

- Arrive on time as scheduled during field experiences and complete a minimum of 30 clock hours of observations (i.e., Birth – Age Two: 5 hours; Ages Three - Five: 5 hours; Kindergarten – Grade Two: 5 hours; Grade Three – Grade Five: 5 hours; Grade Six – Grade Eight: 5 hours: and Instructor Choice (Birth through Grade Eight: 5 hours)
- Dress professionally and follow the school’s dress code
- 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 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 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 classes:

- Attend and actively participate
- Exhibit positive dispositions
- Maintain no less than a “C” average

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)