

ELEMENTARY EDUCATION 395
Seminar for Elementary Education Majors

Welcome to ELED 395! I am pleased that you have chosen to enroll in this course this semester!

Prerequisites: ELED 232, 307, and junior standing.
 Three Credit Hours, Spring, 2012, WF 12:30-1:45 P.M., Ed. Complex 201

As per the Education Department Benchmarks, before you can do your clinical practice (student teach), you have to pass the content knowledge test for elementary education [Test #110 – Elementary/Middle School Content Knowledge]. If you will be doing your clinical practice next fall, you need to take the test this semester sometime. If you will be doing your clinical practice next spring, you need to take the test this summer. Consult with your advisor for the Dates.

Course Description: A seminar for Elementary Education majors to provide for integration of concepts, attitudes, and theories for student teaching. Offered every spring semester.

Text: Codell, Esme Rajii, *Educating Esme: Diary of Teacher's First Year*. Algonquin Books of Chapel Hill by Workman Publishing Co., New York, N.Y. ISBN-13: 978-1-56512-935-1. Paperback.

Course Objectives: Students who successfully complete ELED 395 should be able to:

- 1...solve a hypothetical discipline situation using a selected method/approach.
- 2...organize a weekly time schedule for an elementary classroom.
- 3...ELED majors = complete a series of activities that will accumulate artifacts and reflective pieces for each of the nine Illinois Professional Teaching Standards [this will be required for you to make applications for clinical practice], and enter them on Livetext.
 EDST majors = write a 1,500-2,000 word research paper based on a thesis statement and sub points that relates to the field of elementary education.
- 4...complete a basic skills test in reading, spelling, math, and language arts.
- 5...develop techniques for parent conferencing.
- 6...successfully discuss case studies of a teacher interacting with a parent/s.
- 7...lead a discussion in class on a selected educational topic.
- 8...describe the professional responsibilities of an elementary teacher.
- 9...understand how stress affects teachers and student teachers.
- 10...understand the basic components of student learning styles and modalities.
- 11...describe some techniques a teacher can use to increase the motivational level of elementary students.
- 12...understand the main components of RTI – Response to Intervention..
- 13...write an autobiography for student teaching (ELED majors) or for a future employer (EDST majors).
- 14...understand how a teacher provides differentiated learning in the elementary classroom.

Elementary Education Standards for ELED 395

<p>STANDARD 11 – Learning Environment The competent elementary teacher understands individual/group motivation and behavior and uses that understanding to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [26.410]</p>
<p>Knowledge Indicators - The competent elementary teacher: 11A. understands principles of and strategies for effective classroom management. 11D. understands factors that influence motivation and engagement and how to help students become self-motivated.</p>
<p>STANDARD 15 – Collaborative Relationships The competent elementary teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/family, and the community to promote the cognitive, social, emotional, moral/ethical, and physical growth of all learners. [26.450]</p>
<p>Knowledge Indicators - The competent elementary teacher: 15A. understands schools as organizations within the larger community context. 15B. understands the benefits of, barriers to, and techniques for working collaboratively with parents/family, community, colleagues, specialists, support personnel, and administrators. 15C. understands school- and work-based learning environments and the need for collaboration with business organizations in the community.</p>
<p>STANDARD 16 – Reflection and Professional Growth The competent elementary teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [26.460]</p>
<p>16C. understands major resources for professional development, including professional literature, professional associations, professional development opportunities, and procedures for action-based research. 16F. participates in continuous learning to support his or her own development.</p>
<p>STANDARD 17 – Professional Conduct and Leadership The competent elementary teacher understands education as a profession, maintains standards of professional conduct, serves as a positive role model, and provides leadership to improve students' learning and well-being. [26.470]</p>
<p>Knowledge Indicators - The competent elementary teacher: 17A. understands the unique characteristics of education as a profession and the ethical considerations that apply to educators. 17B. understands how school systems are organized and operate. 17C. understands school policies and procedures. 17D. understands legal issues in education.</p>

Illinois Professional Teaching Standards for ELED 395

<p>STANDARD 2 - Human Development and Learning The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students. 2D. understands that differences in approaches to learning and performance interact with development.</p>
<p>STANDARD 5 - Learning Environment The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>
<p>Knowledge Indicators - The competent teacher: 5A. understands principles of and strategies for effective classroom management.</p>

5C.	understands how to help students work cooperatively and productively in groups.
5D.	understands factors that influence motivation and engagement and how to help students become self-motivated.
STANDARD 8 – Assessment	
The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.	
Knowledge Indicators - The competent teacher:	
8A.	understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards, and what kinds of experiences will support their further growth and development.
8B.	understands the purposes, characteristics, and limitations of different kinds of assessments.
8E.	understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
8F.	knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.
STANDARD 9 - Collaborative Relationships	
The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.	
Knowledge Indicators - The competent teacher:	
9A.	understands schools as organizations within the larger community context.
9B.	understands the benefits, barriers, and techniques involved in parent/family relationships.
9C.	understands school- and work-based learning environments and the need for collaboration with business organizations in the community.
9D.	understands the collaborative process.
9E.	understands collaborative skills which are necessary to carry out the collaborative process.
STANDARD 11 - Professional Conduct and Leadership	
The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.	
Knowledge Indicators - The competent teacher:	
11A.	understands the unique characteristics of education as a profession.
11B.	understands how school systems are organized and operate.
11C.	understands school policies and procedures.
11D.	understands legal issues in education.
11E.	understands the importance of active participation and leadership in professional organizations.
11F.	is familiar with the rights of students with disabilities.
11G.	knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
11H.	knows identification and referral procedures for students with disabilities.

Illinois Technology Standards for ELED 395

STANDARD 2 - Personal and Professional Use of Technology	
The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.	
2D.	uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.

2E.	uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
2G.	demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
STANDARD 8 - Information Literacy Skills	
The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.	
Knowledge Indicator - The competent teacher:	
8A.	understands how to access, evaluate, and use information to improve teaching and learning.

Course Requirements:

1. ATTENDANCE

Class will meet each Wednesday and Friday from 12:30-1:45 P.M. Confer with your professor for approval of appropriate excused absences (i.e.-deathly ill, doctor's appointment, etc.).

For further information, see the statement on Class Attendance in the student handbook, *The Maggie*, on the college website, <http://www.mac.edu/studentlife/2008Maggie.pdf>.

The Education Department has adopted the following Policy on Attendance, and it is adhered to by the instructor of this course.

“Students are expected to attend all classes.” For some emergency situations, the Vice President of Academic Affairs – Registrar’s Office sends out excused absence notices. Examples of these incidents include: the hospitalization of a student, the death of a parent, grandparent, sibling, spouse or child, and a required court appearance. Absences caused by participation in events sponsored by the College, such as athletic events, choir concerts, field trips, workshops, etc., may be excused by the Vice President of Academic Affairs – Registrar’s Office. Students have the responsibility for arranging in advance to make up missed work. In all instances students are expected to conform to the requirements outlined in their syllabus.

Nothing in the attendance policy shall be construed as relieving the student from responsibility for the total course content. Students who fail to follow this procedure and who have not received prior approval from the instructor for absences, any receive a failing grade. The Illinois State Assistance Commission also requires attendance as a “demonstration of academic progress toward a degree.”

1. **Excused Absence** - An excused absence will be at the discretion of the instructor. You must contact the instructor before class time, assignment due date, or test.
2. **Unexcused Absence** - After the third hour of unexcused absence in a class, your grade will be dropped one letter grade (If you have an unexcused

absence for one evening class, you have 3 hours of absence. If you have an unexcused absence for a TR or WF class, you will have 1-½ hours of absence. After 6 hours of absence, it will drop again one letter grade. Make up work or tests will not be accepted or given.

3. **Tardy** – A student will be considered tardy after the instructor begins lecturing. Two tardies will equal 1 hour of unexcused absence.'

2. TESTS

There will be no tests in class, or a final exam. However, you will be expected to take Mr. Crumley's sixth grade level tests in reading, math, spelling, and language arts. Success with these tests does not require you to study. Their inclusion in the course is for you to feel the anxiety that an elementary student might feel towards I.S.A.T. tests and also to fix in your mind the content level at sixth grade for each area tested (they are based on that level). You do need to do your best on each one as they count 10% of your grade for this course.

4. WRITTEN MATERIAL/PROJECTS

ELECTRONIC PORTFOLIO. You will collect a series of artifacts and write reflective essays for each [relating to the nine Illinois Professional Teaching Standards] and enter on LiveText. At some points during class, you will be collaborating with fellow classmates regarding your artifacts and their reflective essays and vice versa. These artifacts will come from previous class activities, field experiences, and/or ones you make up. [If you are an Educational Studies major, you will work on a research paper... 1500-2000 words in length on any educational topic relating to elementary education.]

PARENT CONFERENCING GUIDELINES. You will prepare an outline for a set of guidelines relating to parent conferencing. The outline will include three major categories: the pre conference, the conference itself, and the post conference (typed, 2-3 pages). Success with this outline will require you to interview a teacher or two (use some of your cooperating teachers from field experiences or from your hometown), use two appropriate periodical sources, and appropriately sort pertinent information into the three major categories.

AUTOBIOGRAPHY. You will write and word process a 1-2 page autobiography and complete a clinical practice placement request (ELED majors). Success in writing your autobiography will come from incorporating the elements discussed in class that make for an informative autobiography and in revising it using your professor's suggestions. The final draft has to be completely error-free.

CLASS-LED DISCUSSION. You will prepare and lead one 30-minute discussion group in class on a topic chosen by you from a list brainstormed in class. A successful class-led discussion will include surveying the class at least one week before your chosen date, preparing appropriate leading-questions to elicit discussion from the class (this is not to be a lecture), identifying the use of at least two book or periodical sources, and

being organized. The rubric for evaluating your discussion is in the appendix.

BOOK DISCUSSION. We will be doing regular readings from the book, *Educating Esme: Diary of a Teacher's First Year*. There will also be whole-class discussions.

4. PARTICIPATION

In-class participation is **expected** of all enrolled students. The materials being covered are being presented for your benefit. You should, however, feel absolutely free to inject either questions or examples when needed. At midterm and at the end of the course you will complete a self-evaluation rating your participation.

5. APPROACH THE COURSE REALISTICALLY

Your professor suggests that you estimate your readiness for this course. You might rate yourself using the following questions:

1. Are you willing and able to meet the attendance standard?
2. Will you read, study, and complete lesson assignments in a timely manner?
3. Will you actively participate in class?
4. Will you prepare and organize yourself enough to lead a class discussion?
5. Are you willing to put forth your best foot in this class?
6. Will you spend whatever time is necessary in order to master the skills and material necessary to be successful in order to turn in complete, well thought out, and concise assignments?

If you answered **yes** to the majority of these questions, you have an excellent chance of making an *A* or *B* in this course. If you answered **no** to the majority of these questions, you may encounter difficulty in obtaining a grade higher than a *C*. The amount of **quality** time you commit to this course will greatly contribute to your academic success.

6. DISABILITY SERVICES. Students who need note takers, interpreters, un-timed tests, or other services for Students with learning disabilities should contact Pamela Harrison, Coordinator of Disability Support Services, at 217-479-7123, e-mail pamela.harrison@mac.edu.

7. THE CENTER FOR LEARNING EXCELLENCE (CLE)

The Center for Learning Excellence, located in the Education Complex, 2nd floor RM 208 offers **free** tutoring in a variety of subjects, including writing and math. It is a great place to go to study because help is available right when you need it! Students doing group work find plenty of room to work together with access to computers and printing. If you are interested in joining a study group, contact the staff in the Center for assistance. You may also find many resources available via the MacMurray website at: <http://www.mac.edu/resources/cle/index.asp> For more information, contact **Director, Jenny Briney at 479-7178 or Assistant Director, Dan Callihan at 479-7131.**

Monday	Tuesday	Wednesday	Thursday	Friday
12:00pm- 8:30pm	7:30am- 8:30pm	7:30am- 8:30pm	7:30am- 8:30pm	7:30am- 4:30pm

8. STUDENT EVALUATION OF THE COURSE

Your grade will be determined by your performance on the following components:

<i>Mr. Crumley's Tests.....</i>	<i>50 points</i>
<i>Artifacts/Reflective Essays (ELED majors) or Research Paper (EDST majors).....</i>	<i>135 points</i>
<i>Parent Conference Guidelines.....</i>	<i>65 points</i>
<i>Class-Led Discussion.....</i>	<i>170 points</i>
<i>Participation.....</i>	<i>80 points</i>
<i>Total.....</i>	<i>500 points</i>

You will be given a final course grade according to the following scale:

A = 500-465 points (100-93%)
B = 464-425 points (92-85%)
C = 424-385 points (84-77%)
D = 384-345 points (76-69%)
F = 344-000 points (68-00%)

9. ACADEMIC DISHONESTY

Plagiarizing, including the submission of another person's ideas and papers, even unintentionally (whether purchased, borrowed, or otherwise obtained) as one's own is a serious act of Academic Dishonesty. Should a student plagiarize, the instructor shall assign a grade of "F" for the work or the course at his or her discretion. A written report of academic dishonesty including the circumstances and penalty assigned shall be given by the instructor to the Academic Standards Committee. If the case warrants, the Committee may then write a letter to the student which would be made a permanent part of the student's record. In cases considered by the Committee to be particularly egregious, such as multiple offenses, the Academic Standards Committee may suspend or dismiss the student from the College (from The Maggie). If you are unsure about what constitutes plagiarism, please see the staff of the Center for Learning Excellence for assistance.

I am available during posted office hours and by appointment. If any concerns arise, contact me immediately!

Guy Crumley.....Room 214.....Education Complex.....Office 479.7166
Cell 217.883.1979 Home 243.5070

(After 7 A.M., before 9 P.M.)

E-mail: guy.crumley@mac.edu

Office Hours: Tu9:00, W10:00, Th10:30, F1:30

Suggested Class Topics and Assignment Dates

W	Jan. 11	Introduce Syllabus, Brainstorm Discussion Topics
F	Jan. 13	Planning. Begin Schedule Simulation
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W	Jan. 18	Discuss/Collect Scheduling Simulation. Begin Basic Skills Test
F	Jan. 20	Finish Basic Skills Test
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W	Jan. 25	Discuss Basic Skills Tests. Illinois School Accreditation Program ISAT Testing
F	Jan. 27	Work Day in Class – ELED on artifacts
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W	Feb. 01	Learning Styles. Due: Artifacts 1 & 2 along with their Reflective Pieces [When returned, enter in your Livetext portfolio]
F	Feb. 03	Work Day in Class – ELED on artifacts
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W	Feb. 08	Professional Rights and Responsibilities of Teachers Due: Artifacts 3 & 4 along with their Reflective Pieces [When returned, enter in your Livetext portfolio]
F	Feb. 10	Work Day in Class – ELED on artifacts
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W	Feb. 15	Classroom Management and Discipline Due: Artifacts 5 & 6 along with their Reflective Pieces [When returned enter in your Livetext portfolio]
F	Feb. 17	Work Day in Class – ELED on artifacts
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W	Feb. 22	Teacher Stress Due: Artifacts 7 & 8 along with their Reflective Pieces [When returned enter in your Livetext portfolio]
F	Feb. 24	Motivation

W	Feb. 29	Parent Teacher Conferencing Due: Research Paper at classtime {EDUC STUDIES only} Due: Artifact 9 with its Reflective Pieces [When returned enter in your Livetext portfolio]
F	Mar. 02	Parent Teacher Conferencing.

SPRING BREAK MARCH 06-09

W	Mar. 14	Mock Interviews. Interviewing. Brainstorm Autobiography Content
F	Mar. 16	Authentic Assessment - Evaluating Students Using Rubrics Due: Autobiography - rough draft

W	Mar. 21	Class-led Discussion #1 Book Discussion - <i>Educating Esme: Diary of a Teacher's First Year</i>
F	Mar. 23	Differentiated Learning

W	Mar. 28	Class-led Discussion #2 Book Discussion - <i>Educating Esme: Diary of a Teacher's First Year</i>
F	Mar. 30	Differentiated Learning Due: Autobiography - final draft

W	Apr. 04	Class-led Discussion #3 Book Discussion - <i>Educating Esme: Diary of a Teacher's First Year</i> Due: Parent-Teacher Guidelines
F	Apr. 06	No Class

W	Apr. 11	NWEA – Northwest Evaluation Association
F	Apr. 13	R.T.I. – Response to Intervention

W	Apr. 18	Clinical Practice Guidelines
F	Apr. 20	Clinical Practice Guidelines

W	Apr. 25	Last Class Meeting.
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There is no final exam required for this class. Everything discussed in class along with activities and assignments completed are considered comprehensive in nature. This exclusion has been approved by the Registrar of the College.

CLASS-LED DISCUSSION RUBRIC**ELED 395**

	Exceeds Expectations (170- 158pts.)	Meets Expectations (157-145pts.)	Approaching Expectations (144-131 pts.)	Expectations Not Met (130-000 pts.)	Points
Introduction	-immediately gained attention of audience -used short demo, colorful visual, or other powerful attention-getter	-gradually gained attention of audience -attention-getter somewhat effective	-partially gained attention of audience -attention-getter not very effective	-did not gain attention of audience -attention-getter not used	
Poise	-always spoke clearly, loudly, & with confidence -excellent pacing	-most often spoke clearly, loudly, & with confidence -good pacing	-sometimes spoke clearly, loudly, & with confidence -marginal pacing	-rarely spoke clearly, loudly, & with confidence -poor pacing	
Research	-two sources identified completely	-two sources identified partially	-less than two sources identified partially	-no sources identified	
Class Involvement	-class members discussing among themselves -more than ¾ of time in discussion	-discussion mostly between class members & leader -more than ½ of time in discussion	-some discussion between class members & leader -less than ½ of time in discussion	-very little discussion between class members & leader -much less than ½ of time in discussion	
Organization	-very clear & appropriate -survey clearly integrated -30 minutes long	-most often clear & appropriate -survey integrated -little less than 30 minutes long	-sometimes clear & appropriate -survey minimally integrated -less than 30 minutes long	-infrequently clear & appropriate -survey not used -much less than 30 minutes long	
Closure	-very complete, concise summary	-complete, concise summary	-partially complete, fairly concise summary	-incomplete, rambling summary or no summary at all	
				Average Total Points	

Name _____ Time – Start/End _____

Topic _____ Date _____

Comments: