# ILLINOIS STATE UNIVERSITY

**SCHOOL OF TEACHING AND LEARNING**

# ELEMENTARY EDUCATION

**Professor:** May Jadallah

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**I. COURSE INFORMATION**

TCH 258 - Social Studies Methods, 3 Semester Hours –Website: [www.258socialstudiess.weebly.com](http://www.258socialstudiess.weebly.com)

**Sections: Section 11**

Location: Stevenson 346

Day: Mondays – Wednesdays

Time: 9:00 AM – 11:50 AM

## II. CATALOG DESCRIPTION & PREREQUISITES

Methods essential to effective K-9 social studies instruction. Focuses on current directions, research, and individual needs of diverse student populations.

**Note:** This course syllabus is *tentative* and subject to change.

**III. COURSE OVERVIEW**

This course will help prepare candidates to become effective social studies educatorscapable of teaching elementary students the content knowledge, the intellectual skills, and the civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. Special attention is given to effective teaching strategies and to addressing the individual and cultural diversity of all learners. The appropriate use of information technologies and social studies software will be an integral element throughout the course.

The clinical experience component of this course provides the candidate with extended opportunity to observe, teach, and create lessons in one-to-one, small-group, and whole class situations for students across a wide range of abilities; to employ classroom management techniques; to demonstrate competencies with classroom technology and a variety of learning aids; to observe and collaborate with practicing teachers, school administrators, parents, community organizations and attend professional development programs.

**Realizing the Democratic Ideal**. This course fosters the intellectual and ethical commitments reflected in Realizing the Democratic Ideal, as candidates practice contagious intellectual enthusiasm and courage enough to be creative while demonstrating and applying knowledge of theory and practice in the teaching of social studies through in a democratic and multicultural classroom. Students learn to collaborate ethically and effectively with others while practicing sensitivity toward the varieties of individual and cultural diversity in developing respect for learners of all ages, with special regard for children and adolescents.

**IV. Clinical Experience**

***Orientation Meeting***

Friday, Sept 19th 2014 at 9:00-10:30 AM (tentative)

State Farm Hall, College of Business, Caterpillar Room 139

***Clinical Experience***

**Phase I** (one week): October 6-10 **Phase II** (three weeks): November 3 - 21

**V. COURSE OBJECTIVES**

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| **Objectives** | **IPTS\*** | **ACEI\*\*** | **RDI\*\*\*** |
| a. Candidates will demonstrate their knowledge, understanding, and use of major concepts and modes of inquiry from social studies in their preparation of developmentally appropriate instructional plans for teaching social studies in the elementary grades. | 1I, 1J, 2B, 2C, 2D, 2E, 2G, 2H, 2I, 2J, 2K, 2M, 2N, 2P, 2Q, 3A, 3B, 5B, 5D, 9G | 2.4, 3.1, 3.2, 3.5 | EC1, IC1, IC2, IC3, IC4 |
| b. Candidates will demonstrate the ability to apply a variety of instructional strategies for the teaching of elementary social studies to diverse learners. | 2I, 2J, 2L, 2M, 2N, 2O, 2P, 2Q, 3Q, 5B, 5E, 5I, 5K, 5L, 5M, 5S, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6S, 9A, 9G | 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.2 | EC1, EC3, IC1, IC2, IC3, IC4, IC5 |
| c. Candidates will demonstrate competencies in creating multicultural perspectives and democratic classroom practices necessary for developing effective citizenry. | 1A, 1F, 1K, 1L, 4A, 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4N, 6S | 2.4, 3.2, 3.4, 3.5, 5.1 | EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC5 |
| d. Candidates will demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, artifacts etc.) and technologies for organizing, analyzing, displaying and interpreting social studies information. | 2F, 2I, 2J, 2L, 2M, 2O, 3E, 3N, 5C, 5E, 5N, 5O, 6J, 9A | 2.4, 3.1, 3.2, 5.2 | EC1, EC3, IC1, IC2, IC3, IC4 |
| e. Candidates will develop and use a variety of formative, summative, and self-reflective assessment techniques in the planning and implementing of elementary social studies instruction. | 1H, 3G, 3J, 3M, 4E, 4H, 4Q, 5G, 5H, 5J, 5P, 6K, 7A, 7B, 7D, 7E, 7F, 7G, 7I, 7J, 7K, 7L, 7M, 7O, 7Q, 7R | 2.4, 3.2, 4.0 | EC1, EC3, IC1, IC2, IC3, IC4 |
| f. Candidates will demonstrate critical thinking skills, employ creditable scholarly sources, and evaluate (current and historical) events or themes based on detailed examination of both related circumstances and available evidence to construct informed and well-rounded decisions about content and pedagogy of social studies. | | | |

**\* Illinois Professional Teaching Standards**

**\*\* Association for Childhood Education International**

**\*\*\* Realizing the Democratic Ideal (Conceptual Framework): MV, Moral Values; IV, Intellectual Values**

**VI. REQUIRED AND SUGGESTED READINGS**

***1. Required Material***

Bigelow, B. & Peterson, B. (1998) *Rethinking Columbus: The next five hundred years*. 2nd ed. Milwaukee, WI: Rethinking Schools.

Cowhey, M.. (2006). *Black ants and Buddhists*. Portland, ME: Stenhouse.

Loewen, J. (2007). *Lies my teacher told me: Everything your American history textbook got wrong.* New York, NY: Touchstone.

Reading documents provided on the course website

**LiveText is** required for this course. It can be purchase at TechZone in the Bone Student Center.

***2. Highly Recommended***

Zinn, H. (2003). *A people’s history of the United States.* 1492-Present. [New York: Harper Perennial](http://www.harpercollins.com/9780060838652/a-peoples-history-of-the-united-states)

***3. Internet Recourses***

History is a Weapon, <http://www.historyisaweapon.com/zinnapeopleshistory.html>

Howard Zinn Education Project - <http://www.zinnedproject.org/>

Illinois Geographic Alliance <http://iga.illinoisstate.edu/>

National Council for Economic Education - <http://www.ncee.net/>

National Council for the Social Studies - <http://www.socialstudies.org/>

Social Studies Research and Practice, <http://www.socstrp.org/>

Stanford History Education Group, <http://sheg.stanford.edu/>

Teaching Tolerance, <http://www.tolerance.org/>

VII. COURSE ASSIGNMENTS

**1. Get to Know Your Students and Their Parents – 20 points** [Objective c]

Ask your cooperating teacher about the students in your classroom. With her or his assistant, identify two students who need attention to improve their academic performance and, or social skills. Pay careful attention to the child in the classroom; identify two positive attributes this child has, and detect two areas of growth. Write a short letter to the parents or a phone script to express your interest in a short home visit to get to know the parents and share with them your observations about their child. Before the visit, know as much as you can about the neighborhood.

During the visit, be respectful and show your at most appreciation to the parents or guardians thanking them for their time and for allowing you to visit. Discuss with the parents the positive qualities that their child expresses in class. Strike a friendly conversation and know the assets that the family and the child both have. Find out if any family member is available to supervise the child while he or she is completing homework and what the school can do to provide further support. Recognize the issues that the family member brings to the discussion that might have an impact on the attention they give to their child.

Write a reflection indicating the initial impressions you had about the child and how the home visit impacted your initial thoughts. Explain how you would plan to use this new knowledge to assist you in providing a better and more suitable learning experiences to this child and others who might share similar home circumstances. Indicate factors in the neighborhood that empower the child. Use Bronfrenbrener’s bio-ecological model to make an attempt to understand the cascade effect of all the systems that have an impact on that child. Use Cowehy as well to connect your dots!

This assignment is very likely to be extremely useful while completing your last assignment for this course.

**2. Local Trips: History Museum, Cemetery Walk, Farmers’ Market** [Objectives a, b, c, d, e, g]

We will spend one session in the McLean County History [Museum](http://www.mchistory.org/index.php) on Monday September 8. The session will start 20 minutes after the scheduled class meeting time to give you enough time to arrive to the museum using [Connect Transit](http://www.connect-transit.com/) from the Up Town Normal station. The Green bus should get you in front of the museum in about 7 minutes. We will do a scavenger hunt, learn about the different options available in the museum, and explore a Native American learning kit.

You are also expected to take part in one [Cemetery walk](http://www.mchistory.org/learn/programs/cemwalk.php) . The walks are scheduled to take place on two Saturdays and two Sundays October 4-5, 11-12. Two tours are offered each day, one starts at 11:00 am the second starts at 2:00 pm.

Lastly, visit a local Farmers’ Market and talk with vendors who sell fresh produce. Establish a habit of buying locally and supporting the organic farmers who live near to our community. The [Bloomington market](http://downtownbloomington.org/farmers-market/) is held on Saturdays; it starts at 7:30 am and ends at 12:00 pm. The last Bloomington market will take place on October 25th. The [Normal market](http://www.uptownnormal.com/farmers-market/) takes place on Tuesdays from 3:30 – 6:00 pm. The last market will be held on September 16. Ask the farmers about their jobs, Why did they choose to be farmers? How many years have they been farmers? How many hours do they spend in the field? What is the most challenging aspect of their job? What is the most rewarding feature of being a farmer? Do they feel that they are valued? What kind of support would they like to get from the community? Observe the market: Are both genders represented? Are all races represented? What does the absence or presence of a particular race or gender means? Reflect on your experience before and after the trip? What vegetables and herbs did you get? How does getting vegetables from the market different than getting them from a grocery store? Did you get an herb to plant this fall?

These three trips are considered learning activities. You will earn participation points after you write a blog indicating what you learned from each of them as a person and a teacher.

**3. Critical History Lesson**- **80 points**[Objectives a, b, c, d, e, g]

You will choose a topic based on the grade level where you will complete your clinical experience at, and you will search the topic critically to find out if the textbook adopted by your clinical site depicts the issue accurately.

To help you create a lesson that you will be able to use in your clinical classroom, we will complete the first portion of the exercise below in class. This will give you an opportunity to understand how to handle a topic of your choice based on the grade level you will be teaching.

With a partner, choose one of the following historical events or concepts.

1. Andrew Jackson’s policies concerning Native Americans removal *[Osceola & John Ross]*
2. Fredrick Douglass: His views on woman suffrage
3. Henry David Thoreau: Should he had been jailed?
4. Helen Keller: A voice against poverty and war *[JL: different chapters]*
5. John Brown: Was he a misguided fanatic? *[JL: John Brown & Abraham Lincoln, Stanford]*
6. What is wrong about the popular Rosa Parks story? *[HK: Rethinking Schools]*
7. The First Thanksgiving *[JL: The truth about the fist Thanksgiving & BB: Rethinking Columbus]*
8. What happened at the Boston Massacre: Was it really a massacre?
9. The U.S. War with Mexico: Did slavery had anything to do with it? *[BB: Rethinking Schools]*
10. Woodrow Wilson’s views on social equality *[JL: different chapters]*

*JL, James Loewen BB, Bill Bigelow,*

Employing *creditable* scholarly sources, you will research critical interpretations of the event or concept. The assignment has two parts: (a) critical review of the event, and (b) a lesson plan. The first part should start with a section that clarifies your personal knowledge or recollection of the historical event. Based on your findings, you will create an *original* developmentally appropriate lesson plan that enables students’ critical comprehension of the assigned event or concept. \*

Before uploading your document to Reggienet, please save your work using the following convention: 2014\_F\_Sec#\_CriticalHistory\_TopicTitle\_FirstNameLastName.

Select a lesson plan template and walk the students through the things you want to see: (a) Purpose ; what is the lesson about, and why do we need to teach it. This statement should also give a glimpse of what the lesson includes. (b) Objectives and standards, action words, link, and assessment. (c) Procedures: beginning of the lesson and how students are going to be hooked, middle and end. (d) Assessment, what are the main ideas in assessment, and the rubric. (e) resources: APA and other materials used. (f) Accommodation, anticipated complications.

***Critical Review of the event should include the following elements (40 points):***

1. People’s collective memory of the event. This should include three generations:
   1. Your generation. Indicate what you know or remember about the event or the historical figure. It is perfectly okay if you know very little or nothing about the event. Report also what two of your friends know about it.
   2. Find out what your parents and grandparents know about the event.
   3. Ask elementary or middle school children what they know about the event.
2. A description of the historical event or concept as interpreted by research findings.
   1. Primary sources and maps should be used for this part of the assignment
   2. How the research account compares or contrasts with historical event or figure as presented in: (make sure to document: all authors – up to 6, year, title, publisher, state and city)
      1. Current student textbooks
      2. Children’s literature
      3. Common recollection of the event in people’s collective memory

***Lesson Plan should include the following elements (40 points):***

1. Lesson overview - What does the lesson entail? What essential questions will drive the instruction; stimulate thought and provoke inquiry? Why is this topic important for the students to learn? This should help other teachers or teacher candidates determine if they think that they want to implement the lesson.
2. Grade level
3. Amount of time required for the lesson
4. Relevant Common Core State Standards
5. Clearly stated performance objectives
6. Academic language – key language demands that your students must understand to process and express the content.
7. A list of all required lesson materials
   1. Employment and use of maps, pictures, primary sources, children’s literature, etc. as described in your research. It is likely that you will include others; list what will be used in the lesson. Provide text summary and hyperlinks if applicable.
   2. Copies of any essential handouts, illustrations, or student rubrics.
8. Justify how what you know about your students influences your instructional planning for this lesson.
9. Step-by-step procedures for conducting the activity including formative assessment
10. Anticipation of possible complications
11. Modifications for three special needs students: lower ability, higher ability, and one other challenged student with hyperactivity or an English Language Learner. At least one environmental, material, and instructional modification must be included.
12. An assessment plan that confirms *concept attainment* including summative assessment

***Citation and Photo Credit***

* Proper in-text citations are given for materials that are paraphrased or quoted directly.
* References in APA style for all materials or ideas, including primary sources used.

(ITASC# 1.1, 1.4, 1.5, 3.1, 8 , 9; ACEI# 1.0, 2.4, 2.5, 3.3, 3.4; ICASE # 5k, 5m; RDI# MV3, IV1, IV4, IV 5)

**4. Collaborative Reasoning and Literature Share - 30 points** [Objectives a, b, c, f]

One great way to develop your student's critical thinking skills and the ability to reflect more deeply on the subjects you are teaching is to infuse literature into social studies though the use of quality children’s books. Many excellent books are available, including young adult fiction and nonfiction.   As a young teacher, one of the best things you can do is to become familiar with books relative to social-studies themes and to build a library to make them available to your students.

For this assignment, you will select a picture book, book chapter, or young adult novel that pertains to a theme or contains content related to social studies: history, geography, citizenship, politics, social issues, multicultural issues, poverty, or economic issues. While you already may be familiar with some books that meet this criterion, please try not to choose a book that you already know or heard about in another class. Much of the value of this assignment derives from acquiring additional resources.   Select a book that is new to you and can be used with children to introduce, explore, or enhance a social studies topic. To facilitate the book search for you, I will provide copies of National Council for the Social Studies: *Notable Social Studies Trade Books for Young People*, from 2000-2009. Also, check Milner or the public libraries in town for hardcopies of these books.

As you read the book, think about a controversy, an unresolved issue, a moral dilemma, or problem that the main character is facing. Construct a central question about this issue. For example in a story about the Tainos and Columbus the central question might read: Was Christopher Columbus a hero? This is a theme that can have either a YES or a NO answer. Make sure your story contains enough information and material to support a discussion on both sides of the issue. When the children read the story, they should have the chance to discuss the central theme in a small group and think for themselves about the pros and cons of each side of the issue.  It should be added that the children need not read the entire story before discussing the central question, particularly in cases where further plot development provides a strong sense of resolution. Also provide a list of Common Core literacy and social studies standards that your book aligns with.

In class, you will bring a copy of your chosen book and introduce it to a small group of your peers (2-3). Give a summary of your book or theme, determine the grade level, share the controversial question, and the information in the book that supports both sides. If the book lacks alternative perspective, suggest supporting material by citation. A template will be provided for this assignment.

**Saving your document: F2014\_CollaborativeReasoning\_StoryTitle\_FirstnameLastname.**

**5. Team Teaching Presentation – 30 points** [Objectives: a, b, c, d, e, f]

Working in teams of two, interns will develop and teach a 30-minute lesson to a group of elementary students. The lesson should prompt students’ *critical thinking* about one aspect of elementary social studies. Lessons should be developmentally and content appropriate for grades K-6. The assessment should be performance based, accompanied by a rubric and administered to the students during the lesson.

* Current events lesson & activities
* Multicultural issue lesson & activities
* Government lesson & activities
* Controversial issue lesson & activities
* Geography lesson & activities
* History lesson & activities
* Personal finance / economics lesson & activities
* Global citizenship issues lesson and activities

The final product SHOULD result from student research of the topic and should include the following items:

* Primary source (e.g., a letter or a photograph).
* Complete, written lesson plan of the entire presentation/lesson
* List of relevant CCS standards
* Multimedia presentation of introductory material
* Active audience engagement for most of the lesson
* Equally shared teaching responsibilities by all in the group.
* Rubric to match the assessment (present to class)
* Bibliography

The final product should NOT be based on a lesson activity found online, from another course, used in this course or and should **not**:

* Depend on a text for teacher presented information
* Motivate learning content through a story or trade book.

**6. Clinical Practice Reflection – Program Assessment** – 40 points (Objectives: a, b, c, d, e, f)

**Assessment Guidelines**

This assignment will be evaluated on LiveText . Clinical Cooperating Teachers will observe the lesson and complete a feedback form (see Appendix A). This assessment includes three parts. Evidence of each part of the assessment must be uploaded in Livetext: (1) the lesson plan, (2) the feedback form from the lesson observation, and (3) the post-reflection. Candidates will submit the clinical documentation form signed by themselves and their Supervising Teacher to their TCH 257 instructor. The final evaluation though will be completed by the TCH 258 instructor.

**PART 1: Lesson Planning.** Candidates will be required to develop an instructional activity on an approved social studies content topic discussed in class for the age they are working with in their clinical setting and work with their cooperating teacher to plan and coordinate social studies curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives.  
  
**PART 2: Lesson Implementation**. Candidates will be required to work with their clinical cooperating teacher and TCH 258 course instructor to implement the activity developed on the clinical site.   
  
**PART 3: Post reflection**. Please develop a 2-3 page reflection on your lesson which addresses the following questions:

Describe your students.

* How did individual differences, background knowledge and experiences, family and community influence their learning?

How did you promote a supportive learning environment?

* In what ways did you foster positive relationships, cooperation among learners, student decision-making, and resolution of conflict?

How did student conversations reflect their learning?

* In what ways did your students engage in conversations related to their learning? Student to student? Student to adult?
* In what ways might your students have engaged in conversations related to their learning? Were opportunities missed to encourage and support this?

How did learning activities encourage cognitive engagement?

* What strategies were used to stimulate and encourage higher-level thinking?
* What barriers or obstacles, if any, were barriers to deeper cognitive engagement?
* What additional strategies might have been used to stimulate higher-level thinking skills?

The lesson plan for this assignment, the completed feedback form from your clinical cooperating teacher, and your post-reflection must all be uploaded in Livetext by the date specified by your TCH 258 instructor.

**Scoring Rubric -** Elementary Ed NCATE Assessment Six Rubric (Revised 7/2/14)

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| **Standard: 3.1.B** Candidate plans instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community  **ELE 3.1.B; IPTS:** 2G, 3A, 3B, 3D, 3E, 3I, 3L, 3N, 5B, 5D; **RDI:** EC4, IC1, IC3 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| Individually and in collaboration with specialists, candidate integrates and applies knowledge of students, knowledge of learning theory, K- 6 subject matter content, and curriculum development to develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired. | Candidate integrates knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction that includes effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving. | Candidate demonstrates a basic awareness of learning theory, K-6 subject matter content, curriculum development, and student development and plans for the use of a limited range of instructional approaches. | Candidate demonstrates a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development and/ or plans for the use of a limited range of instructional approaches. |
| **Standard: 3.2.A** Candidate understands how elementary students differ in their development  **ELE 3.2.A: IPTS:** 1A, 2E. **RDI:** EC1, EC4, IC2, IC3 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| Candidate knows and understands how children differ in their development and can identify the multiple and varied influences on this. | Candidate knows and understands how children differ in their development and how this is influenced by special needs, culture, and family environment. | Candidate has a basic understanding of how children differ in their development. | Candidate has an inadequate understanding of how children differ in their development and how this is influenced by special needs, culture, and family environment. |
| **Standard: 3.2.B** Candidate understands how elementary students differ in their approaches to learning  **ELE 3.2.B; IPTS:** 1A, 2E; **RDI:** EC1, EC4, IC2, IC3 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| Candidate knows and understands how individual experiences, talents, disabilities, prior learning and experiences, language, and culture influence elementary students’ learning. | Candidate knows and understands how individual experiences, talents, disabilities, prior learning and experiences, language, and culture influence elementary students’ learning. | Candidate knows and understands basic influences on elementary students’ learning. | Candidate is unable to demonstrate understanding of how elementary students’ learning is influenced. |

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| **Standard 3.4.C** Candidate uses their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments. **ELE 3.4.C. IPTS:** 1K, 3H, 3K, 4A, 4B, 4D, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5I, 5F. **RDI:** EC4, IC3, IC5 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| - Candidate’s lesson planning and delivery creates learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities and uses appropriate and effective interpersonal and small- group communication techniques to create an effective learning environment | - Candidate’s lesson planning and delivery encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. | - Candidate’s lesson planning and delivery at times encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. | - Candidate’s lesson planning and delivery does not create supportive learning environments in his/her classrooms. |
| **Standard 3.5.D** Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ collaboration and supportive interaction. **ELE 3.5.D. IPTS:** 4C, 5O, 5Q, 8B, 8G, 8N, 9G, 9S, 9T. **RDI:** EC2, EC4, IC5 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| Candidate’s lesson planning and delivery consistently invite K-6 students to initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction. | Candidate’s lesson planning and delivery use oral and written discourse between him/herself and K-6 students, and the students use discourse among themselves to extend students’ understanding of subject matter. | Candidate’s lesson planning and delivery occasionally use oral and written discourse between him/herself and K-6 students. | Candidate’s lesson planning and delivery do not effectively use oral and written discourse between themselves and K-6 students. |

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| **Standard 1.A** Candidate understands practices and behaviors that are characteristic of developing career teachers  **ELE 5.1.A. IPTS:** 1F, 9A, 9B, 9C, 9D, 9E, 9F, 9H. **RDI:** EC2, EC3, IC4 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| Candidate demonstrates an understanding of the teaching professional codes of ethical conduct and an in-depth understanding of interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidate demonstrates an awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidate demonstrates a beginning awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidates do not demonstrate an awareness of the teaching professional codes of ethical conduct and interdependencies among the various professions in elementary education. |
| **Standard 5.1.B** Candidate applies practices and behaviors that are characteristic of developing career teachers  **ELE 5.1.B. IPTS:** 1F, 9A, 9I, 9J, 9K, 9O, 9P, 9Q, 9R. **RDI:** EC2, EC3, IC4 | | | |
| **Exceeds** | **Meets** | **Developing** | **Unacceptable** |
| Candidate can work independently on a variety of disciplinary and pedagogical problems and responsibilities, focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances, can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population, can identify, access, and use technology- based resources in support of their professional development, and demonstrate a commitment to the professional codes of ethical conduct. | Candidate is able to work somewhat independently on a variety of disciplinary and pedagogical problems, to focus independent analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances, to adapt to evolving issues and conditions as time and situations change, to identify, access, and use technology- based resources, and demonstrates a commitment to the professional codes of ethical conduct. | Candidate is able to work on a variety of disciplinary and pedagogical problems with support, to focus analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances with support, to adapt to evolving issues and conditions as time and situations change, to identify, access, and use technology- based resources at a beginner’s level, and demonstrates a beginning-level commitment to the professional codes of ethical conduct. | Candidate cannot work independently on a variety of disciplinary and pedagogical problems, and/or lacks the ability to focus on independent analysis, and/or is not adaptable to evolving issues and conditions as time and situations change, and/or does not demonstrate a commitment to the professional codes of ethical conduct. |

End of rubric.

**HOMEWORK AND IN-CLASS ACTIVITIES**

I expect senior students in my sections to be very motivated and respond eagerly to ideas and classroom discussions. I expect that everyone of you to take on difficult and in-depth projects with much enthusiasm and discipline, and also expect that you will collaborate openly with your peers. I am eager to listen to your critique of ideas, your in-depth analysis of topics, and your creative and sensitive solutions to classroom challenges that you are likely to encounter in your clinical classroom. I expect you to actively participate in free-flowing discussions that will take place in our course and that will focus on particular issues discussed in class.

You are expected to spend about two hours preparing for class for every registered credit hour. As such, you are expected to spend eight hours, on average, in preparation for class.

**Participation & Professionalism**

It is expected that students make meaningful contributions to class discussions and activities on a regular basis. In addition, a variety of formative assessment tasks may be given to provide students with opportunities to informally test their understanding of course content and to practice applying that knowledge base to real and hypothetical situations. This includes both in-class and homework assignments. **If you are absent, in-class written assignments cannot be made up and it is your responsibility to contact your peers to find out if any homework was assigned.**

These assignments may include:

1. Concept maps that summarize chapter themes and information
2. Reflections applying ideas discussed in class to educational practice
3. Reflections on videos

Grading of class participation will take place as follows: every week, each student will receive 1 of 4 marks (OK+, OK, OK-, Absent). OK+ will be assigned to students who participated actively and constructively during class, both in small-group discussions and in whole class discussions; OK- will be assigned to students who chose not to participate or whose participation indicated a lack of familiarity with the readings and on-going discussion; OK will be assigned for occasional constructive comments and for sharing information only during small-group activities. Consistent OKs will lead to a B at the end of the term.

Please note the *Communication Policy* and the *Use of Electronic Devices Policy* in this document; failing to adhere to these policies will result in receiving a lower mark on your participation and professionalism.

# VIII. EVALUATION

# A total of 280 points is possible in this course:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Grading Scale** |
| Get to Know Your Students and Their Parents | 20 |  |
| Critical History Lesson | 80 | **92% = A** |
| Collaborative Reasoning | 30 | **84% = B** |
| Team Teaching Presentation | 30 | **76% = C** |
| Clinical Practice Assessment & Reflection | 40 | **68% = D** |
| Participation, Attendance and Conduct | 100 | **< 68% = F** |
| Total | 300 |  |
|  |  |  |

**In absence for rubrics associated with any of the aforementioned assignments the following grading descriptors will serve as the grading basis:**

A grade of “A” on any assignment reflects work that meets all required and recommended objectives and elements, all of which are well done. The product is thorough, well written and/or articulately presented, free of factual error, professional in appearance and/or presenter demeanor, insightful, and, if proposed as a student learning activity, is highly likely to generate interest and promote meaningful learning in the elementary social studies classroom.

A grade of “B” on any assignment reflects work that meets all required and recommended objectives and elements, most of which are well done, and all of which are acceptable. It is free of factual error, professional in appearance and/or presenter demeanor, coherently written or presented, contains a minimum of grammatical and/or spelling errors, and, if proposed as a student learning activity, is likely to generate interest and promote meaningful learning in the elementary social studies classroom.

A grade of “C” reflects work with one or more missing or incoherent required objectives and elements, or work in which most elements meet only minimally acceptable standards. There is factual error in content and/or poorly communicated information, frequent grammatical and/or spelling errors, or the work is unprofessional in appearance or presentation. If proposed as a student learning activity, it is questionable as to whether it would generate interest or promote meaningful learning in the elementary social studies classroom.

A grade of “D” reflects work that is poorly done and missing most of the significant objectives and elements. It is incoherent, poorly written and/or organized, contains numerous factual errors in content, and is unprofessional in appearance and/or presentation demeanor. If proposed as a student learning activity, it is unlikely to generate interest or promote meaningful learning in elementary social studies.

A grade of “F” reflects missing work or work in which none of the required objectives and elements are met.

# CLASS POLICIES

**Disability Concerns**

Any student who needs to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall: 309-438-5853(voice), 309-438-8620 (TTY)

# Attendance

Attendance is very important as great deal of information is discussed in a short amount of time. Call or email your instructor in advance if you are not able to attend. However, any assignments due on a day that you choose to miss are still due that day and must be turned in regardless of your presence in class. For each absence after the first (and if you did not inform me in advance regarding the first one), 5 points will be deducted from the final grade average.

**Late Assignments**

Assignments will be due at the beginning of the class period on the date specified. Late assignments, homework, or quizzes will be accepted; however, with 5 points off for each day the assignment is late with the first day beginning immediately after the due time.

**Electronic Submissions/Presentations**

Assignment should be posted Reggienet. Please save and submit any electronic documents using the naming convention requested by your instructor.

**Written Work**

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for written assignments. It is a good idea to proof read your work before turning it in. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed.

For questions concerning the university’s academic dishonesty policy, please refer to the Illinois State University’s Student Code of Conduct available on-line at:

<http://www.deanofstudents.ilstu.edu/downloads/crr/code-of-student-conduct.pdf>

Violations of the Academic Integrity Policy as defined in the code of conduct will result in **zero points** for that particular assignment and **referral** to the appropriate institutional office for disciplinary action.

**Other Information Concerning Assignments**

* The first page of all submitted assignments must include: your name, section number, assignment title, and date.
* Written assignments should follow APA style format, 1”x1” margins, Times Roman, 12 font size, double spaced. If you need a reference for APA formatting, please refer to following website: <http://owl.english.purdue.edu/owl/resource/560/01/>
* Please be environment-conscious; print out assignment descriptions or rubrics on both sides of a paper and use a “fast draft” option to reduce ink consumption. Having the rubrics and descriptions can be handy when projects are first presented in class.
* I reserve the right to **adjust** assignments and/or due dates and will make those adjustments in a timely fashion, taking your thoughts and needs into consideration.

**\*Communication**

As a professional educator, you will often communicate with administrators and parents via email. This includes using formal titles (Mr., Mrs., Dr., etc) and format, including punctuation, capitalization, proof-reading and proper closing, in your emails. This same approach is expected in any email communication you have with your instructor. If you send an email that does not follow these expectations, it will be sent back to you without a reply. Not following this guide line will negatively affect your participation and professionalism points.

# Cell Phone and Pagers

All cell phone, pagers, and other electronic devices should be turned off during class time. Answering or making phone calls including text messaging during class time will not be accepted and will negatively affect participation points. Your instructor has the right to deduce 5 points from your participation points every time you are observed to use your cell phone during class time without prior notice.

**Concluding Remarks**

Finally, I would like to emphasize that I would like you to achieve the excellent grade you deserve. Should you have extreme difficulty in your assignments or course work, please make sure to come and see me. I am available to facilitate your learning and provide suggestions and ideas to help you reach both your goals and the expectations I have of you. Wish you a great semester.