

CI 405 Introduction to Teaching Elementary Age Children Spring 2012

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TA:

Course Description

This course examines the contexts of elementary education in the public schools. It includes primary content on critical thinking, teaching as a profession and the use of technology in instruction. Instructional planning and classroom management are introduced in the course. The coursework is integrated with a field experience with elementary children.

Course Materials

There are no books required for the course; readings and all course materials are accessed via the Moodle site for the course. Students should bring laptop computers (or some means of Internet access) to class in order to access Moodle and other online materials during class time for in-class activities.

General Course Objectives

Students enrolled in CI405 will:

- Read/view and discuss content re the following education topics: teaching as a profession (including the impact of public policy), philosophy of teaching, the “learning environment” in schools, planning for instruction, and the use/impact of technology in learning environments.*
- Engage in critical thinking, inquiry, and reflection re the topics listed above. (Identify issues, problems, and/or questions; find/read, analyze, compare and critique information; identify multiple perspectives; and develop a personal stance or perspective on issues.)
- Communicate the above via written papers and class presentations.
- Develop their capacity for self-authorship via the activities listed above.

*The specific content objectives are found on pages 6-8.

Coordination with Field Experience (CI405 Clinical)

For CI405 Clinical there are several assignments specific to the field experience, and forms that must be completed. This information is linked on the Moodle site and is also available on-line here: <http://www.ed.uiuc.edu/ci/occe/eledci405.html>. We will discuss your field placement experiences in class and you will be expected to be prepared to share specific information about your experiences.

Coordination with Council on Teacher Education Portfolio Requirement

At UI, the Council on Teacher Education (COTE) is the administrative unit that coordinates our teacher education program with the State of Illinois teacher certification requirements. CTE has established that UI students must fulfill all aspects of a “Common Assessment Plan” in order to receive certification.

One part of the CAP is completion of a “Common Assessment Portfolio” providing evidence that teacher candidates have met the Illinois Professional Teaching Standards. You will start this portfolio in CI405 and must complete it by the time you graduate. Rather than leaving it up to you to complete entirely on your own, parts of the portfolio are completed as course assignments for CI405, CI406, and EDPR 432. A document with instructions for the portfolio is posted in Moodle. We will discuss these instructions in class.

Course Policies

Class attendance is required and monitored in the College of Education. Please notify me of excused absences (major illness, family emergency, etc.) via e-mail, preferably in advance of class. Each unexcused absence will lower your grade by 10 points. When you miss a class, it is your responsibility to find out what you missed and what work, if any, needs to be made up.

Missing one of the last two classes of the semester will lower your grade by 20 points unless you have a VERY good and documented reason for missing class. These two classes involve student presentations and they seem to pose the temptation to skip class on the day that you are not presenting.

Please participate in class, turn in assignments on time, and do the readings. This will enhance your learning as well as that of your classmates. This is a class in your chosen career field; your interest level should be high!! Follow the UI guidelines for academic honesty (http://www.uiuc.edu/admin_manual/code/rule_33.html), i.e., don't plagiarize.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 222-4603, or e-mail a message to disability@uiuc.edu.

Schedule, Activities, Readings, Assignments

See the Moodle site for the course for assignment instructions and links to resources.

Class 1 (January 18/19/20): Teaching as a Profession: National and International Perspectives
In-class small group activity/assignment; turn in at the end of class via Moodle

Homework for next class: (Access readings and assignments via Moodle)
Read *The Future of No Child Left Behind* (Education Next), *Gallup Poll on State of US Schools* (Phi Delta Kappan), *The Policy and Politics of Rewriting the Nation's Main Education Law* (Phi Delta Kappan)

Teacher Interview due as soon as you can get it done, by 2/22,23,24 latest

Class 2 (1/25,26,27) Teaching as a Profession: Public Policy Impact (EPS Review)
In-class assignment/activity

Homework for next class: Read *Opportunities to Learn in America's Elementary Classrooms*, *Centennial Reflections: Getting Past Futile Pedagogical Wars*, *Illinois Professional Teaching Standards*

NCLB paper and reflective statement due on 2/15,16,17

Class 3 (2/1,2,3) Teaching as a Profession: Beliefs, Knowledge, and Practices
In-class small group activity/assignment; turn in at the end of class via Moodle

Homework for next class: Read the learning environment document (Moodle)

Draft of Philosophy of Education Due on 2/29,3/1,2

Class 4 (2/8,9,10): The Learning Environment and Classroom Management
In-class small group activities/assignment; turn in on Moodle

Homework for next class: Read or skim Lesson Planning Packet posted in Moodle; and find, print out, and bring to class 2 lesson plans for elementary-level students, and

NCLB paper and reflective statement due on 2/15,16,17

Class 5 (2/15,16,17): Planning for Instruction: Basics-Lesson Plans
In-class small group activity; turn in on Moodle

Homework for next class: Read critical thinking document posted in Moodle

Teacher Interview due by 2/22,23,24 latest

Class 6 (2/22,23,24) Planning for Instruction: Critical Thinking
In-class small group activity (begin lesson plan)

Homework for next class: Read RTI/differentiation document posted in Moodle

Draft of Philosophy of Education Due on 2/29,3/1,2

Class 7 (2/29, 3/1,2) Planning for Instruction: Differentiated instruction for Diverse Students
In-class activities (complete lesson plan, set up portfolio website)

Lesson plans due 3/7,8,9 (if not completed in class)

NCLB revision due on 3/7,8,9 (if revision is needed)

Class 8 (3/7,8,9) NCLB and field experience discussion
Present/Discuss NCLB papers by topic
Be prepared to share information about your field experience

Structured Observation-Management due 3/28,29,30

Class 9 (3/14,15,16) Thinking Critically about Technology Use in the Classroom
Watch/discuss PBS Frontline Digital Nation

Class 10 (3/28,29,30) Technology: Lesson Planning
In-class activity writing lesson plan incorporating Web 2.0 application

Technology Paper due 4/4,5,6

Class 11 (4/4,5,6) Technology: Social, ethical, and education issues
Discuss tech papers by topic, complete lesson plan, intro presentation assignment

Lesson plan incorporating Web 2.0 application and RS due 4/11,12,13

Technology Supported Presentation Due on 4/18,19,20

Class 12 (4/11,12,13) Thinking critically about classroom observations
Discuss field classroom experiences, finish lesson plan, work on presentations

Classes 13-14 (4/18,19,20; 4/25,26,27) Technology plus course content: Student
issue presentations

Due last week of classes

(Field Experience) Lesson Plans with Reflective Comments (latest, please turn in earlier if possible)

Final Reflection Paper (re field experiences)

Lesson Evaluation Forms completed by Coop teacher, Time Sheet (Give to me in class prior to last week if done; otherwise put in my mailbox in Room 390)

CI 405 Assignments, Due Dates, Points in Chronological Order

<u>Due Date</u>	<u>Assignment</u>	<u>Points</u>	<u>Who</u>
Various	In-class activities	30	TA
2/15,16,17	NCLB Paper	80	SD
2/22,23,24	Teacher Personal/Professional Interview	20	TA
2/29,3/1,2	Philosophy Statement Draft	30	TA
3/7,8,9	Remodeled Lesson Plan (Critical Thinking)	25	TA
3/28,29,30	Structured Observation-Management*	20	TA
3/7,8,9	NCLB revision (if revision is needed)		
4/4,5,6	Technology paper	50	SD
4/11,12,13	Lesson Plan using Web 2.0 (Technology)	25	TA
4/18,19,20	Student (Group) Presentation (Bib and outline)	70	SD
5/4**	(Field) Lesson Plans with Reflective Comments	40	TA
5/4	Final Reflection Paper (re field experiences)*	30	TA
5/4	Lesson Evaluation Forms completed by Coop And Timesheet*	Turn in to SD	
	Total Points	420	

*The assignments/forms marked with a star are related to your clinical field experience, the instructions and forms are online (<http://www.ed.uiuc.edu/ci/oce/eledci405.html>), and are linked from the Moodle site.

**Please turn these in as soon as you have finished teaching the lessons.

#Assignments marked TA are graded by the teaching assistant for the course. I grade the three major assignments for the course. If you turn in anything on paper outside of class, put in my mailbox marked DEAN in Room 390.

CI405 Specific Course Objectives:

“A successful student enrolled in this course.....”

Classes 1-2, Class 8: Teaching as a Profession: Public Policy Impact, National and International Perspectives (EPS Review)

--understands the purposes, characteristics, and limitations of different types of assessments, including *standardized assessments*, universal screening, curriculum-based assessment, and progress monitoring tools

--understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards

--understands schools as organizations within the larger community context (larger community here is broadly defined to extend to education at the local, state, national and world context)

--knows and understands the primary public policy guidelines and legislation affecting schools, as formulated at the local, state, and national level.

--knows laws and rules as a foundation for the fair and just treatment of all students and their families in the classroom and school

(Assessment: NCLB research paper and a small group in-class pre/post activity to assess their views of teaching as a profession before and after exposure to (most likely) new information.)

Classes 3, 8: Teaching as a Profession: Beliefs, Knowledge, and Practices

--understands his or her personal perspectives and biases and their effects on one's teaching

--reflects on professional practice

(Assessment: Students practice writing “belief/practice” statements in small groups in class, using several resources including the Professional Teaching Standards; draft of philosophy statement for certification portfolio)

Class 4: The Learning Environment and Classroom Management

--understands principles of and strategies for effective classroom and behavior management

(Assessment (Clinical): Short paper re observations of management and learning environment in the field experience classroom; in-class small group activities developing a concept map re all aspects of “the learning environment,” and critiquing research on using “rewards and consequences” in classroom management.

Class 5-7: Planning for Instruction

--understands the Illinois Learning Standards, curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction

--understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory

--understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction

--understands the cognitive processes associated with various kinds of learning

--understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices

--knows strategies to maximize student attentiveness and engagement

--knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources

--knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics

(Assessment: Students work in small groups to write a detailed lesson plan that includes a critical thinking routine (from Visible Thinking) as well as differentiation of instruction in some manner (content, process, or product); students work in small groups to critique a lesson plan using a rubric provided by the instructor; students write and implement two lesson plans in their field experience.)

Classes 9-11 Technology in Education

--demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines

--understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning (I)

--understands local and global societal issues and responsibilities in an evolving digital culture

--understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning

--knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources

(Assessment: Small group student-developed detailed lesson plans incorporating at least one Web 2.0 application and indicating how this application would allow for differentiated instruction; paper related to a technology issue of interest to educators; can be an instructional issue or a social/ethical issue like cyberbullying, cheating, etc.

Classes 13-14 Technology plus course content: Student issue presentations

--models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

--knows and models standard conventions of written and oral communications

--communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats

(Assessment: Small group technology-supported presentation related to an education issue related to course topics)