**CI 405 Introduction to Teaching Elementary Age Children**

**Fall 2014**

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Course Description

This course will:

* Revisit and expand on (some) topics included in earlier foundations courses (education policy and philosophy)
* Introduce common instructional tools and strategies that will be elaborated on in later general and subject-specific methods courses
* Model and directly address current and future uses of newer communications technologies in educational practices
* Connect theory and practice by incorporating the students’ concurrent first field placement experiences into assignments and discussions
* Emphasize reflection and thinking critically about educational issues and practices

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.

Course Enduring Understandings

This course will address the following big ideas:

* Teaching in public schools is regulated and funded at three levels of government; and is a complex profession characterized by a highly diverse student population, multiple stakeholders with varying beliefs about education, and an increasingly global nature.
* Research evidence indicates that effective instruction is characterized by thorough teacher planning, engagement of students in higher level thinking skills, teacher use of assessment data to provide differentiated instruction for diverse students, and a positive learning environment.
* Newer communications technologies are rapidly changing all facets of American and global life, including education, and will likely continue to do so in the near future, making it essential for teachers to be comfortable with continuous personal learning about current technologies as well as implementation of technology-based instructional strategies.

Council on Teacher Education Conceptual Framework

Our University’s shared vision for teacher education is guided by our campus theme: “Teaching and Learning in a Diverse Society”. To prepare future educators, we have grounded our programs in two primary components (community & inquiry), supported by two essential elements (service & technology).

Content taught in CI 405 address establishment of Community in teaching and learning environments by enhancing teacher candidates’ skills in creating positive and effective learning environments and in designing instruction to address the unique talents and needs of students.

CI 405 emphasizes preparation of teacher candidates to address tenets of Pillar Two: Guiding the Development of Inquiring and Reflective Minds. Teacher candidates will engage in critical thinking, inquiry, and reflection as they analyze and discuss important issues at the foundation of education.

Course Essential Questions

*Throughout this course, we will address the following questions:*

1. What are the factors that will affect your experiences in teaching as a profession, and how will they do so?
2. How does a teacher effectively (based on evidence and experience) plan, implement, and assess instruction that will meet the needs of individual students, enhance high level thinking abilities and future life success, and achieve mandated (standards-based) outcomes?
3. How are teacher and pre-service teacher instructional strategies and outcomes evaluated?
4. What are the multiple characteristics of a positive learning environment?
5. What school-wide behavior management approach is mandated in Illinois; what are the typical characteristics as implemented in schools, and what is the research base?
6. How do field experiences connect to/compare to the course material?
7. How have recent developments in communications technologies affected communication and socialization behaviors; and how can they be used to effectively support teaching/learning?

Course Objectives

Students enrolled in CI405 will:

* Critically examine the many contextual and personal factors that impact teaching as a profession, including the personal characteristics and beliefs/values of all stakeholders in the education system as well as the social/cultural and political contexts in which education takes place; recognize that an education professional must consider all of these in establishing effective professional practice. Compare and contrast education practices in the US with those in other countries; recognize the global nature of education in today’s world.
* Be able to express a naïve (relatively inexperienced) but coherent philosophy of education.
* Implement (at a beginning level in both coursework and in the field experience) best (evidence-based) practices for planning, delivering, and assessing instruction; understand the basis for, and nature of, teacher evaluation instruments such as the Danielson framework and the edTPA.
* Identify components/practices related to establishing a positive classroom environment, review the Illinois mandates related to tiered behavioral interventions, recognize PBIS as the most commonly used tiered behavioral intervention program, read and evaluate/synthesize the research on the use of “rewards” in classroom management (a typical component of PBIS), and relate these to classroom management observed in field placements.
* Recognize and critically examine multiple impacts of newer communications technologies on socialization behaviors, on workplace behaviors and expectations, and on teaching/learning behaviors; and develop and present an interactive whiteboard instructional activity.

Coordination with Field Experience

There are multiple assignments specific to your field experience and most of these are due towards the end of the semester. We will also discuss your field placement experiences in class and you will be expected to be prepared to share specific information about your experiences.

**CI 405 Assessment/Assignments, Due Dates, Points, Descriptions**

In-Class Activity Participation Weeks 1-6 30

Includes 6 in-class assignments that involve using online software applications, 5 points per assignment.

Critical Issue Public Policy Paper 50

Students write a research and critical analysis paper related to a current public policy issue, either state or national

Critique/summary of Research Articles Related to Management 25

Cooperating Teacher Survey/ Interview 20

Students will develop and administer a teacher survey in their field placement related to factors that have influenced the professional practices of their cooperating teacher.

Personal Education Philosophy Statement 20

Students will write a statement of their personal beliefs and anticipated belief-based practices; relate these to the COTE conceptual framework

Lesson Plan and Video Instruction Critiques 20

Students use the Danielson framework and the edTPA rubric to critique lesson plans and videos of classroom instruction

Critical Issue Technology Paper 40

Students write a research and critical analysis paper related to a current technology issue that is related to, or has implications for, education practices

Structured Observation re Classroom Management 20

Students write a paper related to their observations of the learning environment in their field placement; relate to material covered in class.

IWB Activity Development and Lesson Plan 20

Students develop and present an interactive whiteboard activity

Online Applications Reviews, Lesson Ideas, Presentation 30

Field Experience Lesson Plans (20 points each) 40

Students will write and deliver (in their field placement) two lesson plans that reflect an understanding of effective instructional practices

Final Field Experience Reflection Paper 30

Students reflect on all aspects of the field experience and make connections to the topics covered in the course.

Total 345

Course Policies

Norm-based grading is used for the course: 90-100% is an A, etc. Pluses and minuses will be used for the final grade for the course. For A-level work, 90-93% is an A- and 94-100% is an A; no A+ is given because assignments can be revised for improved grades.

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 20 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.

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://admin.illinois.edu/policy/code/article1_part4_1-401.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](mailto:disability@uiuc.edu).

**Schedule, Activities, Readings, Assignments (see Moodle for details for all)**

**Week 1** (8/27,28) Teaching as a Profession (EQ1): Focus on Teachers

Reading/Video: Recently published teacher surveys and other relevant surveys

Activities: Compile and critique specific information from surveys (online book

app); develop questions for cooperating teacher

Assessment: Cooperating Teacher Interview/survey

**Week 2** (9/3,4) Teaching as a Profession (EQ1): Focus on Public Policy Impacts

Reading/Video/Lecture: Synopsis of state, federal, local governments’

involvement in education; current issues

Activity: Develop public policy timeline (online timeline app)

Assessment: Critical Issue Public Policy Paper

**Week 3** (9/10,11) Teaching as a Profession (EQ1): Focus on Education Values and Beliefs (Dispositions)

Reading/Video/Lecture: School videos (reflecting varying education

values/beliefs); synopsis of historical education belief systems

Activities: Video analysis; develop short video related to personal education

philosophy (online video app)

Assessment: Draft of Personal Philosophy Statement

**Week 4** (9/17,18)Teaching as a Profession (EQ1): Focus on Diversity and Global Perspectives

Reading/Video: readings/videos re education in US and several specific countries

(<http://www.edutopia.org/stw-global-competence-classroom-tips-video>)

Activity: Compare/contrast US and other countries education systems (online

infographic app); review global student collaboration projects

Assessment: Comparison/contrast online infographic

**Week 5** (9/24,25) The Learning Environment and Classroom Management (EQ4,5)

Reading/Video/Lecture: Tiered Intervention/PBIS

Activity: Learning environment concept map (online app), group activity

critiquing research related to using rewards as management strategy (graphic organizer app)

Assessment: “Rewards” research paper critiques and summary; and Structured Observation of Field Experience Learning Environment

**Week 6** (10/1,2) Instructional Tools and Strategies (EQ2,3): Planning for Effective Instruction

Reading/Video/Lecture: Synopses of UBD, RTI, Danielson Framework,

elementary edTPA, Illinois Learning Standards

Activity: Lesson plan “critique”

Assessment: Field Experience Lesson Plans (due end of semester)

**Week 7-8** (10/8,9; 10/15,16) Instructional Tools and Strategies (EQ2,3): Implementation for Higher Level Thinking and Differentiation; Assessment

Reading/Video: Synopses of UBD, RTI, Danielson Framework,

elementary edTPA

Activity: Instructional practices video critiques using Danielson, edTPA; focus on

differentiation, “higher level thinking”

Assessment: Field Experience Lesson Plans (due end of semester)

**Week 9** (10/22,23) Field Experience Connections (EQ6) and Start Technology

Reading/Video: Watch Digital Nation or similar video/Response

Activity: Large group discussion of field experience observations

Assessment: Final Reflection Paper on Field Experience (due end of semester)

**Week 10** (10/29,30) Thinking Critically about the Evolving Digital Culture and Education (EQ7)

Reading/Video: Watch Digital Nation or similar video

Activity: Group presentations on technology issue paper (online app)

Assessment: Critical Issues Technology Paper

**Week 11** (11/5,6)Technology Use in Instruction (EQ7): Using Devices Effectively

Reading/Video: Synopsis of technology devices available, use in schools, and

guidelines for effective use, technology standards

Activity: Develop IWB activity

Assessment: Activity development and peer teaching with IWB

**Week 12** (11/12,13) ( Technology Uses In Instruction (EQ7): IWB presentations

Reading/Video: Synopsis of online software types and uses

Activity: Presentation/peer teaching IWB-based instructional activity

Assessment: Instructional activity lesson plan and presentation

**Class 13** (11/19,20) Field Experience Discussion/Start Final Tech Assignment

**Classes 14** (12/3,4) Final Tech Assignment: Online Software Applications

***Due last week of classes***

(Field Experience) Lesson Plans with Reflective Comments (latest, please turn in earlier if possible) and Final Reflection Paper (re field experiences),

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

**Connections to Illinois Professional Teaching Standards**

\*Note: Lecture is minimal in the course; video/discussion are used in place of this; most in-class time is spent in activities involving the use of technology (online software).

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| **Standard 1: Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. |

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|  | Lecture/Reading\* | Activity | Assessment |
| 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; | Week 4: Reading and videos | Week 4: video discussion, infographic development |  |
| 1F**)** understands his or her personal perspectives and biases and their effects on one’s teaching | Week 3: School videos (reflecting varying education values/beliefs); synopsis of historical education belief systems | Week 3: Video analysis; Develop short video related to personal education philosophy (online app) | Draft of personal education philosophy statement |

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| **Standard 2: Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. |

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| 2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; | Weeks 6-8: Synopses of UBD, RTI, Danielson Framework,  elementary edTPA, Illinois Learning Standards | Week 8: Lesson plan critique and critiques of videos of instruction in elementary classrooms using Danielson and edTPA rubrics | Lesson plan/video critiques and two lesson plans developed for and delivered in field placement |

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| **Standard 3: Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. |

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| **3A** 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 | Weeks 6-8: Synopses of UBD, RTI, Danielson Framework,  elementary edTPA, Illinois Learning Standards | Week 8: Lesson plan critique using Danielson and edTPA planning rubrics | Lesson plan critique and two lesson plans developed for and delivered in field placement |
| 3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; | Same as above | Same as above | Two lesson plans developed for and delivered in field placement |
| **3E** understands the appropriate role of technology to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning | Weeks 11-12, 14: Reading/video synopses related to technology devices and online software applications | Weeks 11-12, 14: Peer teaching with IWB activity; weeks 1-5 in-class activities use online software apps | Lesson plans incorporating IWB activity; in-class assignments involving use of online software applications |

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| **Standard 4: Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. |

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| **4A** understands principles of and strategies for effective classroom and behavior management | Week 5: Reading/lecture: Tiered Intervention and PBIS | Week 5: Learning environment concept map; graphic organizer summarizing research re rewards | “Rewards” research critiques; Structured observation paper on management observed in field placement |
| 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement | Week 5: Research articles on the use of “rewards” in behavior management | Week 5: Critical analysis of research on use of “rewards” in behavior management | Submit analysis organizer |

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| **Standard 5: Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. |

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| 5C knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources | Weeks 6-8: Synopses of UBD, RTI, Danielson Framework,  elementary edTPA, Illinois Learning Standards | Weeks 7-8: Critiques of videos of instruction in elementary classrooms using Danielson and edTPA rubrics | Video critique and two lesson plans developed for and delivered in field placement |
| 5K) implements appropriate evidence-based instructional strategies. |  |  | Two lesson plans developed for and delivered in field placement |

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| **Standard 7: Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. |

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| **7B** 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 | Week 6: Illinois Learning Standards |  | Appropriate inclusion of ILS in lesson plans |
| 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; | Week 6 lecture |  | Appropriate inclusion of assessment in lesson plans |

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| **Standard 8: Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. |

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| **8A** 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) | Week 4: PISA videos related to education in several specific countries and teaching for global competence | Compare/contrast US and other countries’ education systems (online infographic app) | Submit compare/contrast infographic |
| 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students; |  | Collaboration with cooperating teacher to develop two lessons | Two lesson plans developed for and delivered in field placement |

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| **Standard 9: Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. |

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| **9B** knows laws and rules as a foundation for the fair and just treatment of all students and their families in the classroom and school | Week 2: Synopsis of government involvement in education; read current issues research for paper | Develop public policy timeline (online timeline app) | Public policy current issue research and critical analysis paper |
| 9G) understands local and global societal issues and responsibilities in an evolving digital culture; | Week 10: Read current issue research for paper assignment | Present paper topic using online software app | Technology in education current issue research and critical analysis paper |
| 9H) understands the importance of modeling appropriate dispositions in the classroom. | Week 1: Recently published teacher surveys and other relevant surveys | Compile and critique specific information from surveys (online book app); | Teacher survey development and implementation |
| C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth; |  | Week 9: Discuss field experiences and action research ideas based on these | Field experience lesson plan reflections, final field experience reflection paper |