ECH 381: Field Work in Early Childhood Education II
K-3 Classrooms
Spring 2011

Instructor          Office Hours
Diana Goff          Wednesday – 12:00-1:00
48A Horrabin Hall   Thursday – 9:00-11:00
                        Friday – 8:00-9:00 a.m.

Contact Information
Mailing address:     Diana Goff, Assist. Professor
                    Department of Curriculum & Instruction
                    Western Illinois University
                    1 University Circle
                    Macomb, IL 61455-1390
Office phone/Voice mail 309-298-1649 cell- 309-337-2708
E-mail DL-Goff@wiu.edu Fax: 309-298-2800

Our Vision
Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Our Mission
The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

Catalog Description
Clinical experience in primary grade early childhood settings. Students explore and apply learning theories and practices as they observe and participate in daily classroom activities/instruction. 
Prerequisites: ECH 271, 273, 274, departmental permission, fully accepted into Teacher Education Program. Corequisite: ECH 351 and 353. Graded S/U only.

Rationale
The purpose of this course is to provide students with practical experience in early childhood education settings. Students will actively participate in a primary classroom (kindergarten, first, second, or third grade). Students will assist classroom teachers with classroom tasks, instruction, and other responsibilities as needed. Their work with the teachers and the children will reflect their increasing knowledge of themselves and the children as teachers and as learners. As they evaluate and reflect upon their interactions with the children, students will learn to incorporate new ideas into future planning.
Required Textbooks:
This course is on WEBCT- Western Online

Required Course Materials
A three-ring binder with a minimum of 10 section dividers

Course Description- Field Work in Early Childhood Education II (1-3, repeatable to 6).
Clinical experience in primary grade early childhood settings. Students explore and apply learning theories and practices as they observe and participate in daily classroom activities and instruction. Transportation not furnished. Prerequisites: ECH 271, 273, 274, 380, departmental permission, fully accepted into the teacher education program. Graded S/U only.

Course Objectives
(Based on the Illinois Professional Teaching Standards/Early Childhood #1, 8, 9, 12, 13, 16, 17)
The competent early childhood teacher is able to:
1. participate in a variety of experiences, which support the professional standards. (1.E)
2. understand how to provide learning opportunities, which support and enhance each area of development-physical, social, emotional, cognitive, linguistic, and aesthetic. (8B)
3. understand how children from kindergarten through grade three differ in their development and in their approaches in learning. (8D)
4. work effectively over time with children of diverse ages (primary students), with children of differing abilities, and with children reflecting culturally and linguistically diverse family systems. (9I)
5. understand the rationale for a variety of instructional strategies, including play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry. (12A)
6. understand how to select, integrate, and implement technology and multimedia resources with children from kindergarten through grade three, including assistive technologies for children with special needs. (12C)
7. model accurate, effective communication when conveying ideas and information and when asking questions and responding to students. (13F)
8. use effective questioning techniques and stimulate discussion in different ways for specific instructional purposes. (13G)
9. communicate with and challenge students in a supportive manner. (13I)
10. communicate using a variety of communication skills to enrich learning opportunities. (13L)
11. follow school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families. (17M)
Course Requirements

1. Attendance and participation. All students are expected to attend and be on time for each class meeting based on the six strategies in their resource section of their notebook (2.b under course assignments).

2. Completion of course assignments. To complete the course, all assignments must be completed. All assignments must be typed (unless otherwise indicated), meet writing standards, be professionally presented (stapled or clipped together and organized), and reflect knowledge of appropriate practice within early childhood education.

   a. Due dates. Assignments are due as assigned, in the classroom notebook or in my office. All assignments must be completed, but points will not be assigned past original or otherwise arranged due dates.

   b. Expectations. Points will be assigned to completed assignments based on the degree to which each one meets the following criteria:
      - completeness and thoroughness of the assignment,
      - attention to and submission of required information,
      - thoughtfulness given to the task,
      - connections made to course content,
      - clarity and expression of ideas, and
      - professional quality of the completed assignment.

3. Classroom participation. All students are expected to be prepared to discuss course material, to engage in group discussions and activities, and to demonstrate respectful attitudes toward classmates, participating teachers, children, and other staff members in the schools. If you must be absent, you must contact both your instructor and your supervising teacher before the time you are to be in the classroom. Days must be made up on Friday or a time arranged with the supervising teacher.

4. Technology application. All students are expected to use appropriate technology tools and resources to assess information and complete course assignments.

5. Completion of the Handwriting Course during the first half of the semester.

6. Teach at least one whole group and small group lesson. These lessons may already be planned by the teacher.

Course Assignments & Projects

1. Classroom observation. (10 pts) Each student will complete a detailed observation of the assigned classroom during the first week.

2. Classroom participation. Each student will develop a notebook to record observations and experiences in a primary classroom.
Participation will begin Week 2/January 25 and continue every Tuesday morning through Week 14/May 3. The notebook is to be divided into the following two sections, with divider tabs, and include the information as described:

a. **Daily Records.** (100 pts)
   - **Maintain a time log and record your time & activities** spent in the classroom each week. (Travel time is not to be included.) - **Log provided**
   - **Complete reflections** (1/2 page minimum) each time you are in the classroom. Respond to what you are experiencing and to your ideas about being a teacher in this classroom. Focus on your ideas, concerns, questions, or other responses as you work with the children, the teachers, and others. Avoid judgments and focus on what the children or what you are doing during this time. **Please date each one.**
   - **Final reflection** - 1- 2 page paper. (25 pts) DUE: May 5, by 4:30 p.m. Reflect on your overall experience and the lesson(s) you taught.

b. **Resource Section.** (70 pts)
   - Collect ideas about the classroom, based on the six strategies discussed in ECH 356. Use 1 divider tab for each topic and include: Key principles; Ideas in practice; Observations from the room; and materials/photographs collected from the room. Arrange this section as follows:
     #1 Knowledge of Children, motivation and engagement
     #2 Building Classroom Community, songs, transitional activities
     #3 Creating a Structure, discipline ideas
     #4 Guiding Children’s Learning, content area lesson ideas
     #5 Assessing Children’s Learning, both group and individual
     #6 Building a Partnership with Families- Newsletters etc.
     #7 Other materials you may find, label appropriately
   - **Notebook handed in twice- due by March 11 and May 6.**

3. **Writing Workbook** - Completed and final pages filled out for sending to the author for official certificate of completion. (Add to resume under Professional Development.) 20 pts. Due: March 11. I will announce when the certificates are issued so you can pick them up.

4. **Write a thank you note** to your teacher and students modeling the Zaner-Bloser handwriting in your workbook. Tell them at least three things you learned or appreciated about them and your experience. Make a photocopy to turn in to your instructor with your final reflection at the end of the semester.

**Grading**

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Observation Report</td>
</tr>
<tr>
<td>2. Classroom Participation</td>
</tr>
<tr>
<td>3. Final Reflection</td>
</tr>
<tr>
<td>4. Writing Workbook</td>
</tr>
</tbody>
</table>

225 pts

Final grades. Everything must be completed in a satisfactory manner to receive a grade of satisfactory grade for the course.
There is no opportunity to earn extra credit. All requirements must be completed to pass the course. Additional evaluations will be based on each student’s abilities to display professional behaviors, as outlined in the WIU Teacher Candidate Dispositions. Make sure you have your supervising teacher’s phone # and email address with you in case you have to cancel.

**Failure to notify your supervising teacher prior to an absence and failure to notify your professor, may result in a “U” for this class.** As you begin your field experiences, you will be held to a very high standard. Remember that just being an excellent student academically and working well with children is not enough to be an excellent teacher. You must also have integrity, responsibility, and maturity. As a teacher, you will affect the lives of hundreds of children during your career. You are also a representative of the WIU Teacher Education Program to every school district with whom you come in contact.

Remember to accept suggestions and constructive criticisms from supervising teachers and instructors graciously. They are all here to help you to learn skills needed for a successful career in teaching. Don’t take things personally, but do take them seriously and try to implement the suggestions as they are given.

Sometimes students have personal problems that make attendance or assignment completion difficult. Your professors are here to work with you. No problem is new, too large or too small. Talk to them right away. Explain whatever information you feel comfortable sharing. Don’t wait until after classes and assignments are missed to say something. Be proactive. Free counseling is available through the Counseling Center: 298-2453.

**Student Rights and Responsibilities Link**
The following information may be accessed via this link: [http://wiu.edu/provost/student/](http://wiu.edu/provost/student/)
Academic Dishonesty Policy for Graduate Students
Academic Dishonesty Policy for Undergraduate Students
Course Syllabus
Grade Appeal Policy
Oral English Proficiency Appeal
Student Absence Policy Clarification

Academic Integrity. An academic community requires honesty. The attempt by any student to present as her or his own work that which s/he has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy materials from books, magazines, or other sources (including internet sites) without acknowledging them. Students guilty of plagiarism on an assignment, quiz or examination may receive a grade of F for the course involved and may be suspended from the university (from the WIU Faculty Handbook).

“In accordance with University policy and the Americans with Disabilities Act, academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (e.g., fire, tornado) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 309-298-2512 for additional services.”

Cor better statement: “In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois
University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.

Course Guidelines - Classroom Participation

1. Classroom expectations. Each student will work with one primary level teacher for a minimum of 30 hours, over a 14 week period. Attendance and participation in the classroom are expected each Tuesday morning for 2 and ½ hours, beginning January 25 and ending May 3. The time spent in the classroom is intended to provide each student with opportunities to work with children in a variety of activities, assist the teacher with activities and tasks, and record observations of components of a primary classroom.
   a. Notify your professor and supervising teacher IMMEDIATELY if you are unable to attend a scheduled session due to illness or a significant emergency. Any hours missed will be made up at a time convenient for the teacher and the student.
   b. Absences need to be documented. Failure to notify or document absences may lead to an unsatisfactory grade.
   c. Maintain all sections of the notebook on a regular and professional basis. Submit sections of the notebook as indicated on the course schedule.
   d. Consistently display professional behaviors, as outlined in the WIU Teacher Candidate Dispositions, including collaboration, honesty/integrity, respect, commitment to learning, emotional maturity and responsibility. In addition to demonstrating these dispositions, you are expected to fulfill the following responsibilities:
      1. actively participate in the field experience, observing classroom rules and avoiding interactions with other adults while in the classroom;
      2. follow the teacher’s instructions and complete assigned tasks;
      3. maintain confidentiality (discuss classroom observations ONLY with peers in ELED 381, the classroom teacher, or the instructor);
      4. demonstrate initiative, as appropriate, to perform tasks as needed;
      5. display a positive and supportive attitude that reflects your desire to assist children, the teachers, or other adults;
      6. provide appropriate assistance to children;
      7. arrive on time;
      8. dress appropriately; only two piercings, one in each ear, and no visible tattoos. Shirts and slacks may not be wrinkled, revealing, or tight. Jeans are not worn without permission of the teacher, and then they must not be tight, ripped, or low rise, where skin is revealed when sitting down.
      9. respect the teacher’s time by being prepared with questions and not asking questions during instructional time or when the teacher is involved in other activities.
   10. Accept constructive feedback graciously and with appreciation.

A letter of concern may be submitted if a student fails to demonstrate Teacher Candidate Dispositions put forth by the University Teacher Education Committee (honesty/integrity, responsibility, commitment to learning, respect, collaboration, emotional maturity, fairness, and belief that all students can learn). The disposition checklist can be found at this address: (http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)
Notebook Contents:

a. Section with **time logs** to be filled out daily and initialed by the teacher. You will include a copy of your **weekly reflections**, your **Final Reflection** of the overall experience, the sheet with the teacher’s **evaluation of your performance**, the sheet with your **evaluation of the experience** and a **photocopy of your thank you note** to the class. **I will keep this section and return the notebook to you on the last day of class.**

b. Section with sheets provided for observations in these six areas:
   1. Knowing Children,  
   2. Building the Classroom Environment,  
   3. Establishing Structure,  
   4. Guiding Learning,  
   5. Assessing Learning and  
   6. Building Partnerships with Families. &  
   7. Any optional materials, pictures you found valuable during your aiding experience.

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Course introduction</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>K-3 classroom observation</td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>Classroom Aiding begins</td>
<td></td>
</tr>
<tr>
<td>February 8</td>
<td>Classroom placement</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>February 22</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td>Classroom participation</td>
<td>Writing Workbooks and Notebook due by 11th-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly reflections, time log filled in &amp; signed by the teacher</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 22</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>March 29</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>Classroom participation</td>
<td></td>
</tr>
<tr>
<td>April 26</td>
<td>Classroom participation</td>
<td></td>
</tr>
</tbody>
</table>
May 3                                      Classroom participation

May 5                         Due: Notebook - Section a with Time logs (30 hrs.), Weekly
Reflections, and Final reflection paper. Teacher Evaluation
sheet, Student Evaluation sheet & a photocopy of your
thank you note should also be included. Section b
information gathered.

May 10                         Reflection and wrap-up                                Notebooks returned

Syllabus may be changed with notice