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.

Textbook: Required
Motivating Students Who don’t Care by Allen Mendler
This course is on WEBCT – westernnonlinewiu.edu  

Time: 3:00-5:00 one day per week, depending on section.

Catalog Description: Field Work in Elementary Education I. (1-3, repeatable with no maximum) Supervised practicum of educational experiences in elementary school programs. Students explore and apply learning theories as they tutor one or more elementary or middle grade students. Transportation not furnished. Prerequisites: fully accepted into the Teacher Education Program and department permission. Graded S/U only.

Course Description: Field Work in Elementary Education I. During this field experience, the elementary education candidate will provide instructional assistance and/or enrichment activities for an individual or a small group of elementary students under the supervision of a classroom teacher or supervisor of an organized after school program.

C or 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 Objectives

Upon successful completion of this course, the elementary education candidate should be able to

1. identify the cognitive, linguistic, social, and emotional characteristics of one or more students that influence learning;

2. provide appropriate instructional assistance or enrichment activities that accommodate the characteristics and needs of one or more students; and

3. identify connections between activities conducted during the tutoring experience and the Illinois Professional Teaching Standards, Elementary
Education Content Area Standards, and/or concepts acquired in teacher education coursework.

Course Requirements

1. Work with one or more elementary/middle school students for a minimum of 26 hours distributed throughout the semester. You may have more than that and must attend the entire semester. The activities that you will participate in during this field experience will depend on the nature of the specific program or classroom to which you are assigned. Some examples of activities that you might engage in include providing homework assistance, providing instructional activities in an area of a student’s weakness, reading to students, assisting students’ with literacy, math, science, or social studies assignments, providing reinforcement or enrichment activities, supervising after-school play/enrichment activities, etc. No matter what the activity, children are always learning something from you. Make it positive. Read the text Motivating Students Who Don’t Care and then apply the 5 principles as you help children. Write about your application in your paper.

   Initiate at least one activity at each school placement. Put a star by it on your log and write about it in your paper. (Can be a card game, computer activity, book of interest, etc.)

2. Notify the teacher/supervisor if you are unable to attend a scheduled session due to illness or a significant emergency. Two or more absences that are not documented or without prior notification will result in a “U” for this course. The students and after school personnel are counting on your assistance! Your absence has a significant impact on the students and their experience.

3. Complete all sections of the ELED 370 log after each session. Your teacher/supervisor must initial the log each day. Make a copy of your logs for keeping track of your hours and writing your final paper.
4. Submit the ELED 370 log to your instructor twice during the semester on or before the following dates: March 11 and May 6. ALL SECTIONS OF THE LOG MUST BE COMPLETED. A minimum of 26 hours must be documented by the end of the tutoring experience. You will have more if you attend all expected days. You are expected to attend until the week ending May 6.

5. Submit a 1-2 page typed (double-spaced) paper on or before May 6 in which you discuss the following:
   a. What did you find most challenging about this experience?
   b. What did you find more rewarding about the experience?
   c. How have your views about teaching or working with elementary students changed as a result of your participation in this experience?
   d. What did you do to motivate a child in the following areas of the text:
   e. What 2 activities did you initiate with the children? (ideas from text or other) What did you gain from this experience?
   f. What suggestions do you have for enriching this experience for future groups of students? (optional)

      This paper must be well written, free from grammatical, spelling, and punctuation errors. Please check it over carefully before handing it in.

6. 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:

   a. actively participate in the field experience (do not visit with other WIU students during your assigned time in the school/classroom);
b. follow the teacher’s/supervisor’s instructions and complete assigned tasks;

c. follow all procedures and policies of the school program

d. maintain confidentiality (discussions of your work with or observations of elementary students should only be conducted with the field supervisor/classroom teacher and, when needed, the WIU supervisor);

e. demonstrate initiative by not waiting for the supervisor/teacher to direct every action;

f. display a positive and supportive attitude that reflects your desire to assist students, supervisors/teachers;

g. provide appropriate assistance to students;

h. arrive on time; and

i. dress appropriately (when in doubt observe how the other school personnel dress and dress accordingly). Tight, revealing clothing (shirts or pants), visible tattoos, or any piercings, with the exception of one set of pierced earrings, are not permitted. Ripped or wrinkled, low rise (revealing skin when sitting), or tight jeans are not permitted.

Course Evaluation
This course is graded S/U. To receive a “Satisfactory” grade for this course, the following requirements must be met:

1. documentation of the minimum of 26 hours of tutoring

2. submission of a “satisfactory” log
   a. all sections of the log are completed
   b. the “time in” and “time out” sections for each date listed are initialed by the supervisor
   c. a minimum of 26 hours of activities are recorded
   d. appropriate connections to the teacher preparation program are listed for each day
   e. log is submitted twice on or prior to the assigned dates
3. submission of the 1-2 page typed (double-spaced) paper
   a. questions a-e are adequately discussed
   b. paper is appropriately paragraphed
   c. paper does not contain spelling, usage, or sentence construction errors

4. satisfactory evaluation by field experience personnel (demonstration of professional dispositions and fulfillment of responsibilities). Note: Two or more absences that are not officially documented will result in a grade of “unsatisfactory” for this course. If you feel there is any kind of problem, contact your professor immediately. For extended emergencies, call Student Services at 298-1884 and they will contact your professors and ask them to give you special consideration. If you have an NI (needs improvement) on your evaluation, you must meet with your professor during finals week to discuss it. This will improve your chance of success in 371 next semester. Remember you may have only two piercings, one in each ear, no visible tattoos, and no tight, revealing clothing.

5. You will attend one elementary school the first half of the semester and a different school the second half of the semester. This will expose you to children of different age & grade levels and help prepare you for further field experiences. Both supervisors will send in a separate evaluation of your performance.

**Write about what you initiated in the final paper. ELED 370**

**Text: Motivating Students Who Don’t Care**
**Handout for using the text and completing the final paper assignment**

Often children act as though they don’t care about doing well in school, even though they actually care very much. You have heard the expression: “You can lead a horse to water, but you can’t make him drink”. This expression is used sometimes by teachers as an excuse, when they have tried to teach children who do not seem to care about learning. As teachers, it is not our job to make them drink; it is our job to make them thirsty. To do that, we need to learn and use successful motivational strategies.
You will be working with children in the Macomb After School Program (MAP), in two buildings, during the semester. Many of the children may seem unmotivated after a full day of school. The ideas in your text will help you motivate and encourage these children. It is our purpose in ELED 370 to practice these skills in preparation for future field experiences where you will be teaching.

During the first week of the semester, before you begin tutoring, read through the text p. 1 – 65. Highlight ideas in each chapter #4-8. Write down ideas you would like to try.

Example: Chapter 4: Emphasizing Effort

1. Encourage the student to identify and improve one small thing that will assist the student to become better at an academic, social, or emotional skill.
2. Make a point of offering small courtesies to the students – “Thank you, Bobby, for your effort and attitude today”.

When you attend your MAP session each week, apply at least one of the strategies from the text. Try to increase the number of strategies you apply each week, until it becomes natural for you to motivate children in all 5 areas. As you see the strategies working, we hope you will be encouraged to increase your efforts and will have a feeling of accomplishment at the end of the semester.

This experience is totally up to you. You will get out of it what you put into it. With every spoken word or moment of silence, with every action or inaction, we potentially teach children lasting lessons. Make the most of your experience.

Final Paper Assignment

In your final paper, reflect on your experience at both schools and tell about at least one strategy from each of the 5 chapters (4-8) in the text that you used.

Secondly, you are required to initiate at least one activity to help a child at each school. This can be practicing a basketball skill outside, a game you choose to increase social skills, or an academic activity like drilling math facts. You may initiate as many activities as you like. Put a star by the activities you initiated on your time log.

ElEd 370 Tutoring/ After School Experience

Tutoring will give you a chance to get to know a child in a personal way. The child will gain confidence and knowledge as a learner and you will do the same, both as a learner and a teacher.

The following may help to make this a more successful experience:

1. Establish a positive, trusting, and respectful relationship.
• Introduce yourself and tell something about your family and interests. Ask the child to do the same.
• Keep notes so you remember the next time to mention something that will help you reconnect.
  (How’s your puppy Zippy?)

2. Don’t help TOO much. This takes away the chance for the child to gain confidence & learn independently.
• Let the child explain what he knows.
• Answer questions if necessary, but where possible, give clues or ask another question that will lead the child to the answer. (Scaffolding)
• Give the child “wait time” to answer.

3. Be supportive, honest, and encouraging.
• Encouragement should be given all during a task or lesson. “You are really thinking. Keep it up.”
• Honest praise should be given after the child has accomplished the task. “You have added 10 new words to your “I can spell list”. You are doing a great job improving your spelling skills.”
• Be supportive by being positive. Rather than “That’s wrong” or “No”, say “Good try”, or “almost right”.
• If a child doesn’t know a word when reading say “Tell me the parts of the word you DO know”. .... “What word that sounds like that would fit in this sentence?”
• If the child has a certain interest, use it to help teach him. (If he likes whales, work them into your math problems.)
• If a child is having great difficulty reading a passage, read it together first and then have the child read it again independently. Then ask the child to tell what he read in his own words.

4. If you are asked to watch children on the playground, use it as an opportunity to get to know the children.
• Join a game.
• Encourage someone who isn’t playing well.
• Ask a child who is alone to join you in an activity.
• Remember that how a child interacts socially can have a huge impact on learning and behavior in the classroom.
• You find out important things about children during non-academic activities like recess and snack time that will help you to become a better teacher.

If you’d like to share anything about the tutoring experience, at any time, feel free to email, call, or stop by and visit with your instructor.

Enjoy yourself! Know that you are making a difference in a child’s life!

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Cell and camera phones must be on “silent” or turned off while in Field Experience. No pictures may be taken of students without consent of their parents or guardians. WIU students should have as much contact with children as possible. If you feel this is not happening, contact your instructor and your MAP supervisor for reassignment. WIU students may not play on the playground with the children(dodge ball etc.), but they may supervise or lead a game or activity. It is inappropriate for WIU students to socialize with each other or discuss personal or adult topics in front of the children. (boyfriends/girlfriends, meeting at a bar, or what happened last Friday night.)
ADA policy- In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for students. Students must establish a file with Disability Support Services 298-2512. Then students must bring proper documentation to their instructor and accommodations will be made. It is imperative that students take the initiative to do this, as instructors are not legally permitted to inquire about such needs of the student. All student disability information remains confidential.

Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.”

Student Rights and Responsibilities: For official university policies please see: http://www.wiu.edu/provost/student/
Web address for Academic Integrity Policy (http://www.wiu.edu/policies/acintegrity.php)

Directions to participating schools:
Program the phone numbers into your phone.
Lincoln Elementary ( gradesK-3) : NE side of Macomb. Go east on Jackson. Turn left on Bonham (North) to 315N. Bonham. 833-2095. Carissa Swanson- supervisor

Edison School ( grades 4-6 ) : SE side of Macomb. Go east on Jackson. Turn right on Pearl ( South ) to 521 S. Pearl. 837-3993. Stephanie Cross- supervisor

Macomb Jr./Sr. High : SW side of Macomb. From E. Jackson turn South on Ward St. ( between Hardees and Wendy’s).When you get to Grant St., turn left (East) on Grant . Turn right ( South) on Johnson Rd. ( by Mac Arthur Preschool Building) and then left into Jr./Sr. High parking area. 21525 S. Johnson. 833-2074.
Diane Meline- supervisor- office 833-6276

You will spend half the semester in lower elementary and half in upper elementary, in 2 of the 3 schools listed above. Session 1- January 24-March 11. Session 2- March 21-May 6. Please take your WIU ID with you.

Macomb After School Program is OPEN all school days EXCEPT holidays. When the program is closed, you MUST arrange to make up the hours
missed. You may want to stay an extra 15 minutes to add some time in case this happens. Remember you must notify your instructor and the school PRIOR to your absence and you must make up the time missed.

You will have to plan ahead and decide how you want to make up your hours, either by staying later on your assigned days or by making arrangements with your supervisor to come on another day of the week. Check with the supervisor for a copy of the school calendar and check for other days off due to teacher in-service days etc.

If you have any problems with this experience, you are encouraged to contact your instructor immediately. We will not meet again as a class until the end of the semester, but individual appointments may be arranged and the instructor will make site visits to each school during the semester. Remember to take constructive suggestions from instructors and supervisors seriously, but not personally. They are trying to help you to learn skills that will enable you to successful as a teacher.

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](http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)

**Dates to remember:**
March 11- First time log is due- Make a copy to keep for your records. You will not get it back.

May 6- Final time log is due

*Your evaluation* sheet of the 370 field experience is due.

*Your final paper* about your experience in both sessions is due. It must include the two activities you initiated and at least one example of what you did to encourage learning from each of the 5 chapters in the text.
Answers to frequently asked questions:

What if I miss a day?
   When the school is closed for a holiday, you must arrange to make up the hours missed. You may want to stay an extra 30 minutes on a few days to add some time in case this happens, or come on another day. You should have your instructor’s & supervising teacher’s phone # and email address where you can use them if you need to cancel. Remember too, that absences need to be documented. If you have one undocumented or failure to notify absence, you will be required to meet with your instructors. The second absence that is undocumented or the second absence that you fail to notify your teacher and instructor ahead of time, may result in an “unsatisfactory” grade. In case of an emergency situation or extended absence, you may call Student Development and Orientation, 298-1884, Seal Hall 301. They will inform all your instructors of the emergency and ask for special consideration for you. Your professors are willing to work with you, but you need to be proactive. If at all possible, do not wait until after you have missed classes to contact them and ask for consideration. If all requirements are not satisfactorily met before the end of the semester, the field experience will have to be repeated the following semester. This will add a semester to the program.

What if I have more than 26 hours before the end of the semester? What if I have fewer than 26 hours? This is a semester long course. If you finish your 26 hours before the semester is over, you must continue to attend until the week ending May 6. 26 hours is the minimum number of hours required, but you may have any number of hours above that. If you do not have at least 26 hours, you will receive an unsatisfactory grade. The course may be taken again the following semester, but be aware that it will probably add a semester to your program. Keep track of your hours throughout the semester. If you have a prolonged absence, arrange the make up time with your instructor and supervising teacher as early as possible. We are happy to work with you, but you should be proactive and not wait until the semester is almost over to try to make up hours. Fridays may be optional make-up days.

What if I have personal problems that make it difficult to attend or turn in my work on time? 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. Failing to attend classes or turn in work without explanation demonstrates a lack of commitment to the Teacher Education Program and the WIU Dispositions. Remember that being an excellent student academically and being able to work well with children isn’t all you need to be a good teacher. You must also show commitment to integrity, responsibility, and the other WIU Dispositions. The Dept. holds pre-service teachers to a high standard. As teachers you will affect the lives of hundreds of children during your career and you will represent the WIU Teacher Education Program in every school district with whom you come in contact.

If you have personal problems, remember too, free counseling is available to students at the Counseling Center: 298-2453.

Where do I turn in my time log and paper?
For your convenience there will be a labeled brown expanded file folder on a cart outside of HH #48 and just inside the door of HH #69. (Sometimes HH#48 is closed because we are all out observing Block students.) You will also receive reminders by email prior to the due date.

What if I have “NI” marked on my evaluation for areas that need improvement? The Eled 370 supervisors send all the evaluations in together in one packet. You will be notified by email if you have any “NI” needs improvement areas marked on your evaluation. When this happens, your instructor will require you to make a personal appointment to discuss these areas, in order to help you plan for a successful ElEd 371 Aiding experience. This meeting is mandatory in order to receive a satisfactory grade for 370.

I am an America Reads Volunteer. May I count these hours for ElEd 370? No.

My supervisor says I can wear jeans and shirts with logos. The WIU logo and the Macomb School logo are the only logos that are permissible. Remember only two piercings, one in each ear, and no visible tattoos. The After School Program is more casual than later field experiences, where jeans are not permitted. If the supervisor allows jeans, they must be clean, wrinkle and rip free, and not tight or low rise, where skin is revealed when sitting down.

If you have any concerns during the semester, please contact your professor immediately. We want this to be a positive and meaningful experience for you. We
will not meet again as a class this semester. We will be in contact by wiu.edu email. We can also meet individually by appointment and the professor will make site visits to the schools.

Dates to remember:
March 11- First time log is due- Make a copy to keep for your records. You will not get it back.

May 6- Final time log is due
Your evaluation sheet of the 370 field experience is due.
Your final paper about your experience in both sessions is due. It must include the two activities you initiated and at least one example of what you did to encourage learning from each of the 5 chapters in the text.