

**EDUCATION AND INDIVIDUAL DIFFERENCES
EDUCATIONAL LEADERSHIP AND DEVELOPMENT
NORTHEASTERN ILLINOIS UNIVERSITY
ELAD/EDFN-306-L18-14468
Fall 2009: T & TH 9:55-11:10AM ELC 107**

INSTRUCTOR: Dr. Bill Kondellas
OFFICE: LWH 4003
OFFICE HOURS: T & TH 11:15-12:10p & 1:35-3p@ ELC
 F 4:00-5:00p @ LWH
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REQUIRED READING:

- . Santrock, John. Child Development. Latest Edition
- . McNeely, S.L.(1997) Observing Students and Teachers in the Classroom
- . Greenwood, G.E., & Fillmer, H.T. (1999) Educational Psychology Cases for Teacher Decision-Making
- . Turnbull, R.(2005) Explanations and Implementations of the 2004 Amendments to I.D.E.A.

COLLEGE CONCEPTUAL FRAMEWORK

Reflective Professionals Building Learning Communities is the college's conceptual framework built in this course as you learn to reflect on events in your life that have impacted your development, and the ways that you are a unique individual. As you learn to become reflective, you will be given opportunities to consider how each student is unique, and how to build a community of learners in various contexts. Please visit the College of Education's website at <http://www.neiu.edu/~edudept/start.html>.

SOME COLLEGE OF EDUCATION(COE) AND PROCEDURAL NOTICES

EDFN 306 is one of the courses to start you on your professional sequence for becoming a teacher. It is vital that you read and follow the Catalog for Northeastern Illinois University regarding COE requirements and procedures and that you especially note specific requirements for your department and major. In seeking to successfully complete this course, it is assumed that you recognize your necessary commitment of time and energy. The College of Education considers you a pre-service teacher candidate. You are expected to conduct yourself as a professional at all times.

You need to talk with an advisor in the College of Education as soon as possible, if you have not already done so. Learn the admission requirements to the College of Education and what you need to do to get admitted. You may not be able to go forward in your selected program of study

unless you are admitted to the College of Education. You will have to take and successfully pass the State of Illinois Basic Skills Test. See www.isbe.net for more information. Usually, students who have not yet taken the IBST complete it during the semester they are taking this class, because it is only offered a few times a year and it takes weeks to get the results, holding up your admission.

The COE and its various departments expect that students in their programs recognize that they need to prioritize classes, your outside work and life activities. If you expect to succeed here, you should expect to put in three hours studying for each hour of class time. You should also expect to meet requirements for going into the schools for observations and service in a timely manner. Your observation may be scheduled for you on particular days and times. It is expected that you will show, and make your commitment to teaching by attending at those times.

If you cannot meet these basic expectations, you will probably have a difficult time meeting requirements for teaching. Teaching is a very difficult professional job and a huge responsibility. Your commitment and maturity is absolutely essential!

COURSE PHILOSOPHY

This course is designed to introduce you to some of the demands that will be placed upon you as a professional. You will need to show that you are a capable, competent learner who is able to meet college-level demands. You will also have to exhibit evidence that you can take the theoretical concepts that are part of this course, and think about ways to appropriately apply them. It is hoped that in doing so you will learn about yourself as a learner and potential teacher, and that you will open yourself up to accepting individual differences in others.

COURSE PURPOSE

Consideration of individual differences and principles of human development as factors in creating effective learning environments will be examined. Emphasis will be placed on: 1) understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses, and accomplishments as the result of genetic, maturational, and environmental factors. Special attention is given to children and adolescents covered under Public Law 94-142; 2) observational skills for assessing differences in order to aid student development. Focused study by each student of children or adolescents at a particular age level; 3) application of knowledge of development and individual differences to classroom practice. **Ten hours of classroom observation is required!**

STANDARDS FOR LEARNING: THE COURSE LEARNING OUTCOMES

At the end of this syllabus is a matrix (Appendix 1) that provides you with information on standards for learning in this course. When you are a teacher, you will be expected to know and find ways to help your students meet the standards that the State of Illinois has in place for all learners. At the college level, the Illinois State Board of Education has developed professional teaching standards both across all teaching areas and within content areas that are met in this course. In addition, there are professional teaching standards from national professional organizations that are met in this course. In most cases, the standards have various indicators

that serve to specify the knowledge, dispositions and performances that should be met in the standards. To help you become a *reflective professional building learning communities*, the College of Education has established 14 outcomes that are to be met as you complete your professional program. These outcomes are used as the base to which the standards are aligned.

To assess that the standards or their indicators have been met and that you are on your way to meeting the outcomes, assessments of learning have been developed in this course. Completing these assessments is part of the course requirements. How well you do on the assessments will serve as a means to determine the extent to which you are moving toward the outcomes as well as to provide the department with information to further the development of this course.

LEARNING EXPERIENCES AND INSTRUCTIONAL STRATEGIES

Generally the course will consist of lectures, student debates, discussions and presentations, collaboration in small groups, and individual student assignments. Some of these items will require that you use information technology systems. The final grade will depend entirely upon the number of points that you earn. It is not based on standard normative comparison with other classmates.

REQUIREMENTS FOR COMPLETION OF THE COURSE

1. PARTICIPATION IN CLASS ACTIVITIES THROUGH ATTENDANCE.

All students are expected to attend scheduled classes. You will not be given the opportunity to earn points on materials covered during your absence. Attendance will be taken and noted. If you will be absent, it is expected you will make arrangements to get notes from a classmate. Students must also show that they can meet the technology standards that must be met in this course.

2. REQUIRED OBSERVATION AND INTERVIEW PAPER (200 points)

All students are required to observe for **ten** hours in a regular classroom/educational setting (not lunch). For questions regarding placements contact the Clinical Experiences and Student Teaching (CEST) Office located in LWH 4023. Any student who violates the rules of the CEST Office will be issued a grade of "F" in this class. You must complete the necessary forms for placement and file them with the CEST office by the date listed in the schedule. You must also show proof of a T.B. (Tuberculosis) test which is valid through the end of this term. **PLEASE NOTE: Skin Tests T.B. tests are good for one year and are done free of charge at the Student Health Office. Contact them at (773) 442-5800 for information on available times and procedures.** Failure to file the forms by the deadline established by the CEST office and have your T.B. test proof in by the same deadline will result in a grade of "F" in this class. Remember that many schools have holidays, breaks, testing times and snow days which will interfere with possible observation times. When you are placed please refer to (Appendix 2) of this syllabus and follow the general rules described therein regarding your placement.

You will use your placement for two class requirements - **the LOG and the PAPER**. When the CEST office receives confirmation of your placement, they will provide you with a **Log** on which to document your 10 classroom hours of observation and your 10 hours of service. This is picked up from the CEST office and taken with you to your placement. You need to have the teacher sign it for the hours you are in that teacher's classroom. If your service hours are elsewhere in the school, whoever supervises those hours should also sign for them. When your 20 hours are done, turn it into me. I will sign it, and turn it into the CEST office for placement into your permanent file.

You will also use the required observation hours to develop part of your paper. The paper will consist of four parts with the first two parts having several separate entries. Part One is the objective reporting of specific student behaviors or student characteristics. Part Two is the subjective discussions of the items listed in Part One. Part Three is a structured interview. Part 4 is the evaluation and presentation of implications for your own teaching. Each part is delineated further in (Appendix 3 & 4). Part One and Part Two must total five hours. Part Four covers the entire ten hours of observation and what you learned from your interview. Please refer to (Appendix 3 & 4) for detailed information.

In addition to ten hours of required observation in a school setting, **you are required to give ten hours of service to the school that allowed you to observe**. That service may take the form of tutoring, grading papers, doing work for the teacher, or doing work for the school. You may not run the classroom during this time. Similar to the requirements for the interview, you can not interview a student or a teacher during this service time.

GENERAL RULES FOR ASSESSMENT OF #2

The rules below should be followed to maximize your potential for earning full points.

- A) The paper should use word processing font size 12 with one inch margins on all sides.
- B) Please proof-read your paper as one point will be deducted from your total points for errors in grammar and spelling. If you need help with writing skills, contact the Writing Lab on campus for assistance. The State of Illinois writing rubric will be used for assessing your writing.
- C) The paper should meet the American Psychological Association's standards for publication for those areas not included in these rules. See the latest edition of the *Publication Manual of the American Psychological Association* for guidelines
- D) You should turn in two copies of your final paper. One copy will be returned to you with comments. Make sure you include a self-addressed stamped envelope if you turn in the paper near the end of the semester and wish it returned to you. The second copy becomes the property of the College of Education and is placed in your COE file as an example of your work.

SEE APPENDIX 4 FOR THE COMPLETE ASSESSMENT RUBRIC FOR THE OBSERVATION JOURNAL.

3. COLLABORATIVE GROUP WORK

Students will be grouped by the instructor into a “collaborative group.” During class, the collaborative group will meet to discuss the learning objectives and complete questions and assignments. Some collaborative group work will involve independent work, mostly writings. All collaborative group work will be assessed based on completion of the assignment. All collaborative group work will be assessed with the application of the State of Illinois Writing Rubric (though the point values may be different). Collaborative group work that does not meet the standards for writing will not be considered acceptable - regardless of other content. A student who is absent will not earn collaborative group work points for that day. In the event of your absence, check with another member of your collaborative group to obtain any materials and assignments you need.

ASSIGNMENTS FOR COLLABORATIVE GROUP WORK

A. Case Studies (40 points—based on write-up, attendance, preparedness, & participation)

Like other work products, the work done on the case examples may become part of the portfolio developed to show that you have accomplished the standards and the College of Education outcomes. The following cases will be used in this course. Depending upon the number of students in the class, additional cases may be selected.

- Withdrawn Wanda
- Double Trouble
- To Retain or Not to Retain
- Potpourri

B. Disability, Power Point Presentation, and Quiz (50 points)

Using an Internet search engine, you will find information (beyond that in your textbooks) related to a classification category/disability covered under IDEA and share this with the class using presentation software (herein called power point). PLEASE NOTE: YOUR INSTRUCTOR WILL ASSIGN A SPECIFIC CATEGORY/DISABILITY TO EACH GROUP. You will learn about this particular disability in depth and then develop a slide show to share that information with your fellow students. After reading and discussing each power point, your collaborative group will develop a poster (see D below) and a short-answer quiz related to the principles.

C. Library Visit (30 points)

Following a required visit to the NEIU Library, you will write a short reflective paper about how library resources, library technology and ERIC searches can be used to further your teaching and learning. **This assignment is to be written individually.**

SEE APPENDIX 5 FOR GENERAL GUIDELINES, OBJECTIVES AND COMPLETE ASSESSMENT RUBRIC FOR THE COLLABORATIVE GROUP WORK.

D. Poster: Professional Development (10 points)

Your collaborative group will construct a poster that includes all of the disabilities covered under IDEA and describe the behavioral characteristics of students with each of the disabilities. This poster should be prepared as if it would be posted in your school, read by all stakeholders and used by other teachers.

SEE APPENDIX 6 FOR ASSESSMENT RUBRIC FOR THE POSTER.**4. Personal Developmental Writings: Your Own Timeline (100 points)**

Using (Appendix 7), you will construct a timeline of your life and write a paper discussing both the events and your reflections. Before handing in your paper, your collaborative group will share timelines and reflections and discuss what you have learned in terms of individual differences, development and teaching.

Using presentation software, you will develop a slide show of at least six slides that reflect some of the events that have impacted your development and learning. Your slide show may be selected for presentation to the entire class.

SEE APPENDIX 7 FOR ASSESSMENT RUBRIC FOR THE PERSONAL DEVELOPMENTAL WRITINGS.**5. Clinical Experience Paperwork**

Failure to meet the deadlines for filing your clinical experience paperwork will result in a final grade of "F" in this class, regardless of the other work that you do. If you miss the deadlines, it is suggested that you drop the class. One of the first work experiences in this class will be to prepare your clinical experiences paperwork forms and autobiography and verify that you have completed your tuberculosis screening. You must turn in copies of paperwork submitted to the CEST office to your instructor first, for approval. Failure to do so will result in a lower grade in this class. If you have any questions, please consult your instructors.

6. Mid-Term and Final Examination**GRADING SCALE**

A	=	400+ points
B	=	370 - 399 points
C	=	340 - 369 points
D	=	310 - 339 points
F	=	Below 310 points

ASSESSMENT AND FEEDBACK LOOP

Student work will be assessed as to the extent in which it meets criteria standards. Results will be used to make changes in subsequent courses. As changes are made, further assessment will be done to determine the success of these changes. Within this course, students will be provided

with feedback on their work and given an opportunity to reflect on this feedback as a way to continue their own growth. The program also attempts to get feedback from students as they matriculate through the system and subsequently as part of the professional field.

INCOMPLETES

The NEIU University Policy on Incompletes is listed on Page #17 of the Schedule of Classes for Fall, 2009 and is also contained within the NEIU University Catalog. It is your responsibility as a student to familiarize yourself with this policy and to follow its requirements. University policy on incompletes states that all incompletes must be requested in writing by the student. If you require an incomplete, you must discuss this with your instructor as soon as possible. All instructors have the option to not issue an Incomplete. Please note that having an insufficient amount of personal time to complete required assignments is **NOT** a sufficient reason for issuance of an Incomplete. Incompletes must be requested, with supporting materials, two weeks before the last day of our scheduled class. The request must detail work not completed. If you require an incomplete, you must discuss this with me as soon as possible. You have one semester to complete the work, or a final grade of "F" will be filed for you by the instructor.

UNIVERSITY CALENDAR AND REQUIRED DEADLINES

It is the responsibility of the student to refer to the University Calendar as contained in the Fall, 2009 Schedule of Classes for applicable deadlines including but not limited to those pertaining to confirmation of registration, tuition payments and refund/credit dates, withdrawal from classes, and applications for the College of Education and the Graduate College.

THIS COURSE WILL DEMAND A GREAT DEAL OF WORK AND COMMITMENT FROM YOU. PLEASE REMEMBER THAT THE TEACHING PROFESSION WILL CERTAINLY DEMAND NO LESS AND PROBABLY WILL REQUIRE EVEN MORE!

NOTE

The course calendar is subject to revision whenever found necessary by the instructor.
Academic dishonesty is unacceptable and will be handled appropriately.
Assignments must be turned in on due dates

Each group has the right to vote out any group member if he/she isn't doing their share of the work and will have to do the entire project individually.

