

**ELED 443 Classroom Management for Teacher Candidates  
in Culturally Diverse Field-Based Settings  
Texas A&M Commerce-Navarro College Partnership**

**Fall 2014**

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**Office Hours:** Tuesday 1:00pm-4:30pm (class dates and other times by appointment)

**Course Description:** Prospective teachers will develop and improve the skill of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates will acquire knowledge, skill, and ability by observing and working with experienced public school teachers in their classrooms.

**Course Objectives:**

**Competency 001:** The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment.

**Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments.

**Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on learning goals and objectives.

**Competency 004:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006:** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009:** The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 010:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**Competency 011:** The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

**Competency 012:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**Competency 013:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Required Text:** Wong, Harry and Wong, Rosemary. The First Days of School.

**Online Resources:** [www.tamu-commerce.edu](http://www.tamu-commerce.edu); [www.tea.state.tx.us](http://www.tea.state.tx.us); [www.ed.gov](http://www.ed.gov)

**Course Requirements and Grading:**

Critical Issues	10 Points
Case Study: Written/ Presented	20 Points
Completed Portfolio	20 Points
Presentation of classroom arrangement	20Points
Class Presentation	
45 - 60 Minutes	30 Points
30 – 45 Minutes	20 Points
15 – 30 Minutes	10 Points
15 Minutes or less	0 Points

**Attendance:** **Ten points will be deducted for each absence.**  
**Five points will be deducted for tardiness or leaving early.**

**Tentative Course Calendar:**

Date	Content	Assignments Due
Week 1	Syllabus/Class Assignments; Introduction of <u>The First Days of School</u> . Finding the Perfect Teaching Position - assign Letter of Inquiry, Resume, and Philosophy	
Week 2	Guest Speaker	
Week 3	<b>Chapters 11&amp; 12:</b> How to Have a Well Managed Classroom and How to Have You Classroom Ready. Assign Case Studies	Class Reports: Critical Issues from Chapters 11&12. Turn in Completed Portfolios
Week 4	<b>Chapters 13 &amp;14:</b> How to Introduce Yourself to Your Class and How to Arrange and Assign Seating	Class Reports: Critical Issues from Chapter 13 & 14.
Week 5	Chapters 15 & 16: How to Start a Class Effectively and When and How to Take Roll	Class Reports: Critical Issues from Chapters 14 & 15& 16
Week 6	<b>Chapter 18 &amp; 19:</b> How to Have an Effective Discipline Plan and How to Teach Students to Follow Classroom Procedures	Class Reports: Critical Issues from Chapters 18 & 19
Week 7	<b>Chapters 20:</b> How Procedures Improve the opportunity to learn	Class Reports: Critical Issues from Chapter 20.

## Individual Assignments

1. Complete all reading assignments on time. Assessment of reading assignments will be determined by participation in seminar discussions, group activities and written Critical Issues from each chapter.
2. Each resident will develop a written case study of an individual student or group of students whose conduct negatively impacts the teaching/learning process in the classroom. The case study will be the basis for group discussion. Typed copies will be submitted to the instructor at an assigned time. Any information the intern feels essential may be included in the case study but it should include the following:
  - a. Fictitious name(s) – Remember the confidentiality of your students.
  - b. Nature of the problem. Give a brief description of the problem. Do you see this problem as behavioral, learning, cultural/ethnic, management, or procedural?
  - c. Background information of the student(s).
  - d. Cultural/ethnic information.
  - e. What have you done to find out more about this/these student(s)?
  - f. What techniques/strategies have you used in an attempt to remedy this problem (maintain dates)?
  - g. After each seminar discussion, reflect on comments and suggestions made. Record actions taken or maintained (with dates) and measurable effects. Submit a written copy to your instructor and be prepared to discuss your actions.
  - h. Everyone should be prepared for constructive criticism. This is a learning experience and we all want to improve the learning environment for all students.
3. The resident will demonstrate his or her ability to use technology through research and presentation. We will develop and define this assignment through collaboration during the semester
4. Each resident will develop/create and present a set of classroom Ruses and Procedures that could be posted in a classroom.
5. Each resident will contribute in developing/creating a Classroom Arrangement that would support effective classroom management and would provide for orderly movement and for student participation in activities.
6. Each resident will demonstrate his/her ability to include, recognize, and appreciate ethnic and culturally diverse students. This assignment will also be developed and defined through collaboration throughout the semester.
7. All assignments **MUST** be typed. Hand written assignments **WILL NOT** be graded.

*(Please see additional policies and procedures in the Internship Syllabus.)*