



**ELED 443.410, 411 Classroom Management IN FIELD-BASED SETTINGS
Mesquite Metroplex**

COURSE SYLLABUS: Fall 2014

Instructor(s): Deah McCoy, Vickie Williams, Susan Williams

Office Location: Mesquite Metroplex Suite 600

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Field-Based Teacher Education Program Handbook [revised July 2010]. Available online at <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

[Setting Limits in the Classroom, 3rd Edition: A Complete Guide to Effective Classroom Management with a School-wide Discipline Plan](#) by Robert J. Mackenzie and Lisa Stanzione (Jul 20, 2010)

Course Description:

A field-based course, normally taught in Centers for Professional Development and Technology, in which prospective teachers 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 acquire knowledge, skill, and ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms. Seminars are conducted in schools by teams of university and EC-6 teachers.

Note: Successful completion of internship in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

Student Learning Outcomes:

1. The student will design and implement instruction and assessment to promote student learning in a least restrictive environment. (i.e., IEP's, Gifted and Talented, ELL's, etc.)
2. The student will demonstrate the ability to be a reflective teacher.
3. The student will analyze, synthesize, and evaluate the five proficiencies applying to the field based setting.
4. The students will associate Early Childhood Education TExES PPR competencies with the course content.
5. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, field experiences, and class discussion.
6. The student will create a positive, productive classroom environment, comprehending the lifelong impact of experiences provided in the classroom.
7. The student will understand, construct, and apply classroom management and organizational skills.

8. The student engages in critical thinking and problem solving to design and implement lessons with real-world solutions.

COURSE REQUIREMENTS

1. *Attendance*—on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. Writing to learn activities in which effective organization/management strategies/systems and the accommodation of diversity for management purposes are discussed.
4. Six formal lessons. 2 by each mentor and 2 by liaison
5. Demonstrate effective classroom management strategies
6. Planning for full-time teaching
7. Technology integration
8. A Professional E-Portfolio to demonstrate your strengths.
9. Teacher Inquiry Project - TBA in seminar
10. Register for TExES Certification Exams.
11. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held about twice a month and uses an integrated approach to connect learning and experiences.

The purpose of this semester of the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of interns is also twofold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the ***instructional leadership team*** that is coordinated by the mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the intern semester to the residency semester. While the focus in the resident semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the intern's responsibilities should include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
3. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;
4. demonstrate a rich knowledge of curriculum, content, objectives and essential elements;
5. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
6. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;
7. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;

8. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
9. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
10. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
11. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
12. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession;
13. exhibit a commitment to teaching, learning, and excellence in the profession;
14. assume other responsibilities based upon ILT recommendations;
15. enhance instructional environment for public school students.

Lesson Plans and Evaluation:

Student Learning Outcomes: #1-7 See above

Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP's/Lesson plans, lesson evaluations, etc.

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing classroom management plans for the children you are teaching.
- Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.
- Establish a classroom climate that fosters learning, equity, and excellence.
- Manage student behavior through organized strategies.
- Communicate effectively in varied teaching and learning contexts.
- Actively engages students in all teaching and learning contexts.
- Six formal evaluations must be completed this semester. Four formal evaluations (2 each rotation) from the school (mentor teachers) and one from the university liaison in each of your placements must be completed. **At each evaluation please have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, and all handouts to be used during your lesson.**
- Midterm Evaluation
- Final Evaluation

Classroom Management Strategy Notebook: Due dates will be given at seminar.

Student Learning Outcomes: # 6, 7 See above

Assessment Method:

- Time on Task/Student Engagement
- Preparing Materials in Advance/Planning
- Pacing/Time Management
- Positive Reinforcement
- Redirection
- Grouping
- Transition Time
- Relationship Building
- Communication – Parents, Students, Colleagues, Administration
- Getting and Maintaining Student Attention

The Reflective Teacher:

Student Learning Outcomes: # 2, 3, 5, 7 See above

Assessment Method:

- Meetings with liaison as needed

- Mid-term & End of the Year evaluation
- Online chapter/outside reading discussions

Final Grading

Grading will reflect a combination of seminar and field work. **Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.**

The following holistic scoring will be utilized:

- A (90 – 100%) = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date
- B (80 – 89%) = Developing.** Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date
- C (70 – 79%) = Needs Improvement.** Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.
- D (less than 70%) =** Not recommended for teacher certification

Grading (determined by below criteria and ILT)

1. Professional growth as demonstrated by:
 - a. Professional growth portfolio
 - b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
 - c. Lesson plans, and/or weekly resident reports
 - d. Lesson Evaluations by mentor teachers and university liaison
 - e. Professionalism (major component)
2. Written reflections; outside reading and discussions
4. Classroom Management Notebook reflection.
5. Attendance at school and university seminars (Mandatory every scheduled day)
6. Mid-Term ILT Conference
7. Final ILT Conference

REMEMBER: You are now a professional! These assignments are given to you as a professional, not a student. Be responsible, be precise, be a professional in everything that you do. You are modeling to your children, to your colleagues and to your mentors. We are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance?

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates.

The following information has been provided to assist you in preparing to use technology successfully in this course.

The following technology is required to be successful in this web enhanced course:

*Internet connection – high speed recommended (not dial-up)
Word Processor (Microsoft Office Word – 2003 or 2007)*

Access to University Library site
Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar. They also may be contacted through email and phone.

Instructor(s) and Email:	Susan Williams M.Ed	susan_Williams@tamu-commerce.edu
	Deah McCoy M.Ed	dmccoy005@aol.com
	Dianne Williams M.Ed	beardianne@aol.com

US Mail: Mesquite Metroplex

Office: Suite 600

Telephone: 972-882-7533

FAX: 972-613-7566

Office Hours: Monday 1:00 – 4:00 and Tuesdays 2:00 – 4:00 Other times by appointment

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Residents must be on time to seminar and on their assigned campus. ALL absences must be made up.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on your assignments.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison on time.
6. Assignments will be completed on your own time and not in the field.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

Additional Information:

You should also make a habit of reviewing the list at this web site before the 12th class day of each semester to be sure you remain in compliance with graduation and certification requirements. <http://www.tamuc.edu/registrar/pdfs/UndergradChecklist.pdf>

University Specific Procedures:

Students with disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide handbook, Policies and Procedures, Conduct)

For weather related information regarding class cancellations enroll in the IRIS alert system on your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

COURSE OUTLINE / CALENDAR

The calendar will be emailed to students and distributed at the first seminar.

