



**ELED 443.71B - Classroom Management for Teacher Candidates
in Culturally Diverse Field-Based Setting
COURSE SYLLABUS: Spring 2016**

Instructor: Carol Smith, Ed.D.
Office Location: Navarro Partnership/Corsicana
Office Hours: By Appointment
Office Phone: 903-875-7617 **Office Fax:** 903-872-2019
University email: Carol.Smith@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:

A Handbook for Classroom Management That Works, 1st Edition. Barbara B. Gaddy (Author), Maria C. Foseid (Author), Mark P. Foseid (Author), Jana S. Marzano (Author),
ISBN-13: 978-1416602361 ISBN-10: 1416602364

Other: www.tamu-commerce.edu; www.tea.state.tx.us; www.ed.gov

Course Description: A field-based course 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. Prerequisite: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship".

Course Objectives:

1. The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment.
2. The teacher understands student diversity and knows how to plan learning experiences and design assessments.
3. The teacher understands procedures for designing effective and coherent instruction and assessment based on learning goals and objectives.
4. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
5. 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.
6. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

7. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
8. The teacher provides appropriate instruction that actively engages students in the learning process.
9. The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
10. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
11. The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
12. 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.
13. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Student Learning Outcomes:

By the conclusion of the course the student will be able to:

1. Organize a well-managed classroom where students can learn in a task-oriented environment.
2. Develop lesson plans and provide effective learning activities.
3. Maximize student learning by keeping students engaged in activities.
4. Provide an environment and arrange seating in order for students to succeed in the mentor's objectives.
5. Develop a discipline plan including rules, procedures, and consequences that can be used in a classroom.
6. Use available student data in order to develop appropriate activities that result in student mastery.
7. Present professional documents to use when applying for a teaching position.

COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments

Grading:

Internship: ITEP, Evaluations-Mentor/Liaison	10%
Class Reports/Discussions/Critical Issues:	20%
Written Case Study/Presentation of Case Study:	20%
Presentation of Classroom Arrangement:	10%
Classroom Rules and Procedures	20%
Completed Resume	10%
Philosophy of Education	10%

Total Points/Final Grade:

A = 90% – 100%	D = 60% – 69%
B = 80% – 89%	F = 59% or lower
C = 70% – 79%	

Attendance:

Points will be deducted for each absence.

Points will also be deducted for tardiness or leaving early.

TECHNOLOGY REQUIREMENTS

Access to Internet
Access to University MyLeo
Access to an Email Account

COMMUNICATION AND SUPPORT

Office Hours: By Appointment

Office Phone: 903-875-7617 **Office Fax:** 903-872-2019

University email: Carol.Smith@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES
--

University Specific Procedures:

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.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement: 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@tamu-commerce.edu
[Student Disability Resources & Services](#)

Nondiscrimination statement: Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Date	Content	Assignments Due
March 21	Syllabus/Class Assignments. Introduction of <u>A Handbook for Classroom Management that Work</u> . Assign Letter of Inquiry, Resume, and Philosophy	
March 28	Finding the Perfect Teaching Position. ASCD video "Classroom Management." Instructor led activities. Assign Case Studies.	Letter of Inquiry, Resume, and Philosophy
April 4	Section I: Rules and Procedures. Presentation on Classroom Management by Instructor	Critical Issues from Section 1, Modules 1-6. Edited Letter, Resume, and Philosophy
April 11	Section 2: Discipline and Consequences. Presentations of Case Studies from Group 1.	Critical Issues from Section 2, Modules 7-11. Group 1: Turn in Case Studies and present Case Studies to class.
April 18	Section 3: Teacher-Student Relationships. Presentations of Case Studies from Group 2.	Critical Issues from Section 3, Modules 12-15. Group 2: Turn in Case Studies and present Case Studies to class.
April 25	Section 4: Mental Set. Presentations of Case Studies from Group 3.	Critical Issues from Section 4, Modules 16-17. Group 3: Turn in Case Studies and present Case Studies to class.
May 2	Section 5: Student Responsibility. Presentations of Rules and Consequences/Rewards	Critical Issues from Section 5, Modules 18-20. Present Rules, Procedures, and Consequences to class.
May 9	Section 6: Getting Off to a Good Start Instructor Presentation on Classroom Arrangements.	Critical Issues from Section 6, Modules 21-23. Classroom Arrangement Activity to be completed in class.

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who do not attend class or check their email assume responsibility for knowledge of any alteration to the course.