



ELED 443.61E

**CLASSROOM MANAGEMENT FOR TEACHER CANDIDATES
IN CULTURALLY DIVERSE FIELD-BASED SETTINGS
COURSE SYLLABUS
FALL 2017**

Instructor:

Dr. Sarah Guthery, Asst. Professor

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COURSE INFORMATION



Textbook:

Rosado, L. (2016). *TEExES Core Subjects EC-6 (291)*. Piscataway, NJ: Research & Education Association, Inc.

Course Description:

A field-based course, taught in the Midlothian Center 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 Pre-K-8 teachers. Prerequisite: Successful completion of internship in a NETCPDT center, minimum overall GPA of 2.5, and must have passed TSI.

Course Objectives, based on the 13 competencies of the Texas Examination of Educator Standards (TEExES) Pedagogy and Professional Responsibilities (PPR) EC-12

http://www.texas.ets.org/assets/pdf/testprep_manuals/160_ppr_ec12.pdf:

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.

Student Learning Outcomes:

By the conclusion of the course the successful Intern will be able to complete the following.

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills and English Language Proficiencies.
2. The students will associate Early Childhood Education TExES competencies with the course content.
3. 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.
4. The student will utilize technology in the preparation and delivery of lessons, communication, and assessment. Actively engage students' in the application of technology.
5. The student will understand the need for a variety of instructional strategies and demonstrates the ability to model and deliver effective teaching and learning appropriately.
6. 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.).
7. The student will demonstrate the ability to be a reflective teacher.

COURSE REQUIREMENTS Overview

A Grading Rubric will also be distributed in class.

ELED 443- Classroom Management	Possible Points	Earned Points
Mentor Classroom Management Plan Report	50	
Classroom Management Bulletin Board	50	
Classroom Management Newsletter	50	
Cross Curricular Unit	100	
Core Subject Presentation	100	
Field Supervision Evaluation (1 st placement)	100	
Field Supervision Evaluation (2 nd placement)	100	
Field Supervision Evaluation	100	
Mentor 1 Final Grade	50	
Mentor 2 Final Grade	50	
Professionalism	200	
Total Points	950	

TECHNOLOGY REQUIREMENTS

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

- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone (if required for synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect)

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).

Your 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 ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.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@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Communicate with me as needed. Use Sarah.Guthery@tamuc.edu I will respond within the next business day. I will be in the classroom for about an hour before and after class.

eCollege Student Technical Support (QM 6.6, 7.1)

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course 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.

We suggest these web resources to students 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>

Attendance Policy:

This is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Your absences will affect your professionalism grade. **If you miss 3 or more classes you may/will be referred to the Curriculum & Instruction Department for possible dismissal.** Remember: Class activities and group discussions cannot be made up. As a future teacher, it is in your best interests to begin the professional habits of effective teachers now. In consideration of this when you find you must be absent in class please adhere to the following guidelines:

1. Notify the professor by email or text as soon as you realize you will need to be absent, or you miss class.
2. Notify your classroom partner to get notes and pick up materials for you.

Assignment Policy:

All assignments are due on the date assigned unless otherwise approved by the instructor. **All assignments that are late will have 10% per day deducted.** Late means they are not turned in when class meets on the day they are due. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or emailed to the professor. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

University Specific Procedures:

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 162

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

<http://web.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/>

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 *Code of Student Conduct from Student Guide Handbook*).

Concealed Handguns

Campus Gun Law (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Please be aware of the new campus carry policy issued by Navarro College effective August 1, 2017.

You are responsible for reading and knowing this information. Please see link below:

<http://navarrocollege.edu/boardpolicies/section-gj-1/>