



**ELED 443 Classroom Management
IN FIELD-BASED SETTINGS
Corsicana/Navarro Partnership**

COURSE SYLLABUS: Fall 2017

Instructor: Tammy Schwartz, M.Ed., Senior Lecturer

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Office Location: Texas A&M Commerce- Navarro Campus Room 230

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COURSE INFORMATION

Room

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- **A Handbook for Classroom Management That Works 1st Edition** by Barbara B. Gaddy (Author), Maria C. Foseid (Author), Mark P. Foseid (Author), Jana S. Marzano (Author), Robert J. Marzano (Editor)

ISBN-13: 978-1416602361

ISBN-10: 1416602364

Textbook(s) Suggested (not required):

- **Anthony, R. & Behrends, W. C. (2014). Getting hired: A student teacher's guide to professionalism, resume` development, and interviewing. Dubuque, IA: Kendall Hunt.**

Handbook for Teachers 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.

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 and 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.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES competencies, state standards, mini-teaches, and classroom teacher presentations.

1. Internship Requirements: 20%

Lesson Plans and Evaluation:

Student Learning Outcomes: 1 & 3 (PPR Standards 1.1k – 1.6k, 1.25k, 2.1s, 2.2s, 3.5k-3.11k; ELA/Reading Standards 1-12)

Assessment Method: Documentation through observations (Mentor/Liaison), Journal Reflections, ITEP's/Lesson plans, lesson evaluations and Mid/Final Evaluation

- 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.
- Four formal evaluations must be completed this semester. Two formal evaluations 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 & Final Evaluation

2. Classroom Management

Attendance/Homework/Participation/Presentations: 10%

Student Learning Outcomes: 4 & 5

Assessment Method: Whole/Small Group Discussion, Classroom Management Notebook, Peer Review Attendance and Participation required (please email or text the instructor if you will be out).

- Attendance is critical for knowledge, application, and demonstrating mastery out content Attendance and Participation is required
- Completed Homework to participate in class discussions (measured by notebook)
- Participation in small and group discussions
- Presentation of Classroom Management Sections

3. The Reflective Teacher: 20%

Student Learning Outcomes: 2

Assessment Method: Content Area Reading Strategies, class discussions and Kidblog.org

- Professional Resources & Annotated Bibliography
- Resume
- Digital e-Portfolio
- EdWeek Article Classroom Management

4. Classroom Management Notebook: 20%

Student Learning Outcomes: 6

Assessment Method: Seminar presentation and written description will be assess by means of a rubric

- Each intern will collect effective classroom management strategies that can be used to promote best practices and include culturally responsive teaching responses and global interconnectedness within the classroom.
- For all Grade levels EC-6
- Interns will individually present their notebook's content and findings.

5. Case Study: 20%

Student Learning Outcomes: 7

Assessment Method: Narrative Report will be evaluated by means of a rubric

- Each intern will conduct a field-based investigation on their assigned campus and complete a **minimum one page case study**. The Intern may use the classroom for their current position or another classroom in the building.
- Select one student that has observable behavior disruptions in the classroom.
- Choose a pseudonym for the child and document age, gender, ethnicity, academic record (grades, special education, learning disabilities, behavioral disabilities, etc).
- Carefully observe the student for 2 days and then describe the student's behavior under the following conditions per the case study observation form.
- Write up Classroom Management Case Study in 5 paragraphs: Describe student, describe misbehavior, describe student on task, your ideas for this student for improving behavior, conclusion (what did you learn, reflection).

6. Final Exam: 10%

Student Learning Outcomes: 4, 6, & 7

Assessment Method: Cumulative Test

- Exam to evaluate the progression and knowledge of Classroom Management course

Final Grading:

Internship: ITEP, Journals, Evaluations-Mentor/Liaison	0 %
Classroom Management Observation/Summary	20%
Reflective Teacher	20%
Classroom Management Notebook	10%
Case Study	20%
Chapter Presentations	10%
Final Comprehensive Examination	10%

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.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.

- Internet access/connection – high speed recommended (not dial-up) for Edmodo and Email
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rtf
- Google Drive: using Google Docs and Google Slides
 - *IMPORTANT to use GOOGLE CHROME as a Web Browser*

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing Edmodo.com and Google Drive to enhance the learning experience..

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:

Tammy Schwartz
 Tammy.schwartz@tamuc.edu

US Mail: Texas A&M University-Commerce
 P.O. Box 3011, Commerce, Texas 75429-3011

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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@tam
u-commerce.edu](mailto: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 *Code of Student Conduct from Student Guide Handbook*).

Open Carry Law:

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.

Course Outline & Calendar

Internship Seminar Schedule Fall 2017

Aug. 7- Internship meeting (review folders, expectation, testing [PPR])- PPR review

Sept. 11- Register for PPR (before or in class) take by Nov. 13th

Dec. 11- Finals (CORE EC-6 practice test)

Meeting Date	Every Monday Classes 5:00- 9:45	Topics
Aug. 28	ELED 437(Sc, Math & Tech) ELED 438 (SS)	Short introductions, announcements,schedule, writing objectives (based on TEKS) across the content.
Sept. 4	Labor Day NO CLASS	(work ahead, and keep up observation log-437) **RDG 448 Check Edmodo
Sept. 11	437 & 438 (Sc, Ma, T & SS) *register for PPR*	437: Pre-quiz/ Post quiz (Certify Teacher) Math: C 01, & 02- number and operations Science: competencies 01 & 02 438: Presentations of cultural posters (due); Assign social studies lesson plan; Assign presentations on teaching citizenship across grade levels (K-12); Discuss review questions/answers for TEXES (due)
Sept 18	448 & 443 (RDG & Cirm Mngt) *TK20 training*	448: *TK20 Training* Teachers, ESL, ELL, Dyslexia & Culturally Responsive Teaching ; ELAR Observation & Paper Certify Teacher Pre-Test Reading Comp. 1-4 **4-8 Math/Science TBD 443: Letter, resume, philosophy (due); Finding the Perfect Teaching Position. video "Classroom Management." Assign Case Studies. Critical Issues from Section 1, Modules 1-6) (due), Presentation on Classroom Management by Instructor
Sept. 25	437 & 438 (Sc, Ma, T & SS)	437: Pre-quiz/ Post quiz (Certify Teacher) Math:C 03- patterns & algebra Science: C 03, 04 438: Pop Quiz; Presentations of social studies lesson plans (due); Presentations of teaching citizenship across grade levels(due); Analysis of assigned questions (due)
Oct. 2	448 & 443 (RDG & Cirm Mngt)	448: Teachers, ESL/ELPS & Dyslexia Case Studies, Presentations & Lesson Planning with Tradebooks; Culturally Responsive Teaching; Learning Stations; ELAR Observation & Paper Due; Certify Teacher Pre-Test Reading Comp. 5; Post-Test Reading Comp. 1-4 **4-8 Math/Science TBD 443: Critical Issues from Section 2, Modules 7-11 (due). Group

		1 (due) : Turn in Case Studies and present Case Studies to class.
Oct. 9	437 & 438 (Sc, Ma, T & SS)	437: Pre-quiz/ Post quiz (Certify Teacher) Math: C 04- Geometry and Measurement Science: 05, 06 438: Pop Quiz; Presentations of social studies lesson plans (due) ; Presentations of teaching citizenship across grade levels (due) ; Analysis of assigned questions/answers (due)
Oct. 16	448 & 443 (ELLs & Clrm Mngt)	448: Teachers, ESL & Dyslexia, Presentations & Lesson Planning Thematic Unit; Tradebooks with Multicultural activity lesson; Certify Teacher Pre-Test Reading Comp.6, 7,8; Post-Test Reading Comp.5 **4-8 Math/Science TBD 443:Critical Issues from Section 3, Modules 12-15. (due) . Group 2: (due) . Turn in Case Studies and present Case Studies to class.
Oct. 23	437 & 438 (Sc, Ma, T & SS)	437: Pre-quiz/ Post quiz (Certify Teacher) Math: C 05- Probability and Statistics Science: C 07, 08,09 & 10 (Physical science) 438: Pop Quiz; Presentations of social studies lesson plans (due) ; Presentations of teaching citizenship across grade levels (due) ; Analysis of assigned questions/answers (due)
Oct. 30	448 & 443 (RDG & Clrm Mngt)	448: Teachers, ESL & Dyslexia Panel, Presentations & Lesson Planning Thematic Unit Rough Draft; Tradebooks with Multicultural activity lesson rough draft; Certify Teacher Pre-Test Reading Comp.9,10,11; Post-Test Reading Comp.6, 7,8 **4-8 Math/Science TBD 443: Critical Issues from Section 4, Modules 16-17. (due) . Group 3: (due) . Turn in Case Studies and present Case Studies to class
Nov. 6	437 & 438 (Sc, Ma, T & SS)	437: Pre-quiz/ Post quiz (Certify Teacher) Math: C 06- Mathematical Processes Science)Science: C 11,12,13 & 14 (Life Science) 438: Pop Quiz; Presentations of social studies lesson plans (due) ; Presentations of teaching citizenship across grade levels (due) ; Analysis of assigned questions (due)
Nov. 13	448 & 443 (RDG & Clrm Mngt)	448: Teachers, ESL & Dyslexia Presentations & Case Studies Rough Draft Due; Lesson Plan Thematic Unit Due ; Tradebooks with Multicultural activity lesson Due; Certify Teacher Pre-Test Reading Comp 12,13.; Post-Test Reading Comp.9,10,11 **4-8 Math/Science TBD

		443: Critical Issues from Section 5, Modules 18-20 (due); Present Rules, Procedures, and Consequences to class (due)
Nov.20	Thanksgiving TBD	Practice Certify Teacher
Nov. 27	437 & 438 (Sc, Ma, T & SS)	437: Pre-quiz/ Post quiz (Certify Teacher) Math: Review Science: C 15, 16, 17 & 18 (Earth Science) 438: Pop Quiz; Presentations of Home/parental activity on economics that can be sent home (due);
Dec. 4	448 & 443 (RDG & Clrm Mngt)	448: Teachers, ESL & Dyslexia Presentations & Case Studies Due; Culturally Responsive Teaching Summary & Upload to eportfolio for QEP Global Interconnectedness course guidelines; Certify Teacher Post-Test Reading Comp 12,13 **4-8 Math/Science TBD 443: Critical Issues from Section 6, Modules 21-23 (due); Classroom Arrangement Activity to be completed in class.
Dec. 11	Finals in all classes (CORE ec-6 practice test- all areas) 448, 437 & 438	437: Binder and logs due.