ELED 443.710 Classroom Management for Teacher Candidates in Culturally Diverse Field-Based Settings
Texas A&M Commerce-Navarro College Partnership
Fall 2012

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Office Hours: Tuesday 3:00pm-4:30pm (class dates)

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.

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

Course Requirements and Grading:
Critical Issues 20% 
Case Study: Written/ Presented 20%
Completed Portfolio 20%
Presentation of classroom arrangement 20%
Classroom Rules and Procedures 20%

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

Class Reports/

Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Syllabus/Class Assignments; Introduction of The First Days of School. Finding the Perfect Teaching Position - assign Letter of Inquiry, Resume, and Philosophy</td>
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<tr>
<td>September 18</td>
<td>Finding the Perfect Teaching Position – assign Portfolios</td>
<td>Turn in Letter of Inquiry, Resume, and Philosophy</td>
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<tr>
<td>October 2</td>
<td>Chapters 11&amp; 12 How to Have a Well Managed Classroom and How to Have You Classroom Ready. Assign Case Studies</td>
<td>Class Reports: Critical Issues from Chapters 11&amp;12. Turn in Completed Portfolios</td>
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<tr>
<td>October 16</td>
<td>Chapters 13: How to Introduce Yourself to Your Class. Assign Classroom Arrangement</td>
<td>Class Reports: Critical Issues from Chapter 13. Turn Case Studies and present Case Studies to class.</td>
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<td>October 30</td>
<td>Chapters 14 &amp; 15: How to Arrange and Assign Seating and How to Post Assignments</td>
<td>Class Reports: Critical Issues from Chapters 14 &amp; 15 Presentations of Classroom Arrangements to class.</td>
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<td>November 6</td>
<td>Chapter 16: How to Take Roll Assign Classroom Rules and Procedures</td>
<td>Class Reports: Critical Issues from Chapters 16 Complete presentations of Case Studies and Classroom Arrangement</td>
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<td>November 20</td>
<td>Chapters 18 &amp; 19: Rules and consequences/Rewards</td>
<td>Class Reports: Critical Issues from Chapters 18 &amp; 19: Presentation of Rules and Procedures to class</td>
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<td>December 4</td>
<td>Chapter 20: How to Have Students Follow Classroom Procedures</td>
<td>Class Reports: Critical Issues from Chapter 20</td>
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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.)