Caddo & Greenville Center
ELED 443.003 Classroom Management IN FIELD-BASED SETTINGS

COURSE SYLLABUS: Spring 2013

Instructor(s): Rhonda Clark, M. Ed.  Clinical Instructor / Center Coordinator
Office Location: Education South, 225
Office Hours: Tuesdays and Thursdays 9:00-10:00 and 1:30-3:30, all other by appt.
Office Phone: 903-886-5931
Office Fax: 903-886-5581
University Email Address: Rhonda.Clark@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

*The First Days of School* by Harry and Rosemary Wong; Harry Wong Publications:
http://glavac.com/harrywong.htm

*Field-Based Teacher Education Program Handbook* [revised July 2012]. Available online:

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 Pre-K-8 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.
COURSE REQUIREMENTS

Required Seminar Courses: Eled. 443., Eled. 452., Sped. 480.

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.

Lesson Plans and Evaluation:
Student Learning Outcomes: # 1-7 See above
Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, 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. Two formal evaluations from the school (mentor teachers and administrators) 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 – give the liaison a copy of your growth summaries

Strategy Share:
Student Learning Outcomes: # 2, 5-7 See above
Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience. Pictures/description will be uploaded into dropbox in the appropriate folder.

Folders:
- Classroom management
- Organization
- Instructional
- Communication
- Strategies—ELL’s, Accommodations, G.T., etc.
- Bulletin Boards

The Reflective Teacher:
Student Learning Outcomes: # 2-7 See above
Assessment Method:
- Weekly reflection journals, seminar news/agenda’s
- Growth summaries
- Philosophy of education. Update your philosophy of education paper
- Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It will be utilized during your mid-term and final conferences. Remember, it’s how you communicate and showcase yourself.
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
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. 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):** Rhonda Clark, M.Ed.
**e-mail:** Rhonda Clark  
Betty Martin  
Heidi (Vanessa) Burbano

- Rhonda.Clark@tamuc.edu
- bettymartin@cawb.com
- Vanessa.Burbano@tamuc.edu or Heidiburbano@yahoo.com

**US Mail:** C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
**Office:** Education South 225
**Telephone:** 903.886.5931
**FAX:** 903.886.5581
**Office Hours:** Tuesdays & Thursdays 8:00-9:00 am & 1:30-3:30 pm -- Other times by appointment

**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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-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*).
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# Portfolio Conference Rubric for Residents

**Caddo & Greenville Center**

__________Semester__________

## Resident:

## Date:

1. **The Resident is expected to have completed the following:**

<table>
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<th>Mid-Semester</th>
<th>End of Semester</th>
<th><strong>Expectations</strong></th>
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<td>Weekly <strong>Lesson Plans</strong> – discuss with individual liaison</td>
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<td>Reflections in the field – discuss with individual liaison</td>
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<td>2 Evaluations of Teaching by Liaison - 1 per rotation</td>
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<td>2 Evaluations of Teaching by Mentors – 2 per mentor</td>
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<td>Mid-Term &amp; Final Conferences (Documentation and Communication of success/growth in various aspects of teaching)</td>
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<td>5 Summaries of Growth (1 for each proficiency), updated for each conference; turn in a copy to liaison at final conference</td>
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<td>Dropbox - sharing activities/assignments/resources</td>
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<td>Integrating Technology Lesson: lesson plan and evaluation included – turn in a copy by the last seminar</td>
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2. **Documentation of Assignments: Per instructor**

- **SPED 480**: Issues for Inclusion in Field-Based Settings [3 SH]
  - Textbook: *Teaching Students who are Diverse, and At-Risk Students in the General Education Classroom* by Vaughn, Bos, and Schumm (2007) Allyn & Bacon
- **ELED 443**: Classroom Mgmt for Teacher Candidates in Culturally Diverse, Field-Based Settings [3 SH]
  - [http://glavac.com/harrywong.htm](http://glavac.com/harrywong.htm)
- **ELED 452**: Student Teaching in Field-Based Teacher Education Programs [6 SH]

3. **Attendance/Punctuality:**

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