ELED 443.001 CLASSROOM MANAGEMENT IN FIELD-BASED SETTINGS [3 HRS]

ELED 437: Science, Technology, and Math in a Field-Based Setting
RDG 448: Characteristics for English Language Learners for Teacher Candidates
ELED 438: Social Studies in a Field-Based Setting

COURSE SYLLABUS: Spring 2015

Instructor: Rhonda Clark, M. Ed. Clinical Instructor/Advisor
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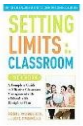
COURSE INFORMATION



Materials – Textbooks, Readings, Supplementary Readings:

Mackenzie, Robert & Stanzione, Lisa (2010) **Setting Limits in the Classroom, 3rd Edition: A Complete Guide to Effective Classroom Management with a School-wide Discipline Plan.**

Textbook(s) Suggested (not required):
Harmin, Merrill, (1994) **Inspiring Active Learning: A Handbook for Teachers**].

Field-Based Handbook
http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook.pdf

Internship Seminar Course Work: This course is taught in an integrated manner during seminar by Center Faculty and includes these courses: ELED 437, 438, 443, and Rdg. 448.

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.
Note: Successful completion of internship in a NETCPDT center; minimum overall GPA of 2.50 and must have passed TSI.

Student Learning Outcomes:

1. The student will be able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children. *(Standard II, Competencies 005-006)*
2. The student will create a positive, productive classroom environment and organize and manage groups to work together cooperatively and productively. *(Standard II, Competencies 005-006)*
3. The student will self-assess organization of space, materials, equipment, procedures, and routines for scheduling instructional time. *(Standard II, Competencies 005-006)*
4. The student will apply organizational and technologies to assist with time management and efficiently manage transition time. *(Standard II, Competencies 005-006)*
5. The student will apply methods for developing teacher-student rapport in the classroom and design learning activities to encourage positive social interactions, active engagement, and self-regulation for every student. *(Standard II, Competencies 005-006)*
6. The student will ensure that instructional goals and objectives, classroom activities, assessments, and other elements of classroom environment convey high expectations for student achievement.*(Standard II, Competencies 005-006)*
7. The student will utilize appropriate standards and expectations for students at various developmental levels in the classroom.*(Standard II, Competencies 005-006)*
8. The student engages in critical thinking and problem solving to design and implement management strategies. *(Standard II, Competencies 005-006)*
9. The student will demonstrate the ability to be a reflective teacher. *(Standard III, Competencies 007-0010 4.12k)*

TEA Standards I-IV. <u>Pedagogy and Professional Responsibilities Standards:</u>

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.10k how lesson content and skills connect with other disciplines and within the discipline;
1.11k current research on best pedagogical practices.
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15k the importance of aligning instructional goals with campus and district goals.
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.30k the connection between the Texas statewide assessment program, the TEKS,
and instruction; and
1.31k how to analyze data from local, state, and other assessments using common statistical measures.
1.4s plan instruction that motivates students to want to learn and achieve; and
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.11s use a variety of pedagogical techniques to convey information and teach skills.
1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
1.17s use technological tools to promote learning and expand instructional options; and
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
2.4k the importance of communicating enthusiasm for learning; and
2.5k the necessity of communicating teacher expectations for student learning
2.6k how classroom routines and procedures affect student learning and achievement;
2.7k how to organize student groups to facilitate cooperation and productivity;
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students' emotional needs and ways to address needs.
2.1s interact with students in ways that reflect support and show respect for all students;
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.8s schedule activities and manage class time in ways that maximize student learning;
2.9s manage transitions to maximize instructional time;
2.18s organize the physical environment to facilitate learning;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
3.1k the importance of clear, accurate communication in the teaching and learning process;
3.3k spoken and written language that is appropriate to students' age, interests, and background; and
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
3.12k characteristics of effective feedback for students;
3.13k the role of timely feedback in the learning process; and
3.14k how to use constructive feedback to guide each student's learning.
3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
3.16k situations in which teacher flexibility can enhance student learning.
3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.19s adjust instruction based on ongoing assessment of student understanding; and
3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
4.5s maintain supportive and cooperative relationships with colleagues;
4.8s communicate effectively and appropriately with other educators in varied contexts;
4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s serve as an advocate for students and the profession;
4.18s maintain accurate records; and
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

COURSE REQUIREMENTS

1. *Attendance*— on time—at ***all*** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. Writing to learn activities in which effective organization/management strategies/systems and the accommodation of diversity for management purposes.
   *Development of a classroom management notebook—book study groups
4. Six formal lessons. 2 by each mentor and 2 by liaison
5. Demonstrate effective classroom management strategies in the classroom.
6. Planning for full-time teaching
7. Technology integration
8. A Professional E-Portfolio to demonstrate your strengths.
9. Teacher Inquiry Project - TBA in seminar
10. Register for TExES Certification Exams.
11. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held weekly and uses an integrated approach to connect learning and experiences.

The purpose of the (**internship**) within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of residents is also twofold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the ***instructional leadership team*** that is coordinated by the mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the resident semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the intern's responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the mentor teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, essential elements, and curriculum in order to utilize them for planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and
   the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the mentor teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations;
19. enhance instructional environment for public school students.

Assignment Description:

Classroom Management Notebook: Assessment Method: Rubric Due dates will be given at seminar.
Student Learning Outcomes: # 1-8; **(PPR Standard 2)**
You will collect and organize strategies/ideas in a notebook that include but not limited to the following categories:

- Time on Task/Student Engagement
- Preparing Materials in Advance/Planning
- Pacing/Time Management
- Positive Reinforcement
- Redirection

- Grouping
- Transition Time
- Relationship Building
- Communication – Parents, Students, Colleagues, Administration
- Getting and Maintaining Student Attention

As part of the Notebook, create your own **Classroom Management Plan:**
Assessment Method: Rubric **(PPR Standard 2)**

At the end of the semester, the student will submit their own management plan. (handout given in class) They will determine the rules, procedures, signals, positive rewards, monitoring system, how to begin and end the day, transitions, classroom helpers, etc…you want to utilize for your own classroom.

The expectation is that you will take ownership of this and create/set-up for you and your future classroom; going beyond what is given in seminar.

Book Study Group: Assessment Method: (Discussion based Participation) **(PPR Standard 2)**
The students will be grouped across districts and will meet to discuss the chapter reading of the book: Setting Limits in the Classroom, analyzing research based methods and making connections with current experience and planning for your own classroom. Ideas and strategies learned in the classroom and researched by you will be added to your management notebook.

Lesson Plans and Evaluation: **(PPR Standards 1, 2, 3, 4) 1.4s; 3.1k, 3.4s**
Student Learning Outcomes: #1-9
Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP's/Lesson plans, lesson evaluations, 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.
- 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 Evaluation
- Final Evaluation

The Reflective Teacher:
Student Learning Outcomes: # 3, 4, 8, 9 **(PPR Standards 1, 2, 3, 4)**
Assessment Method: Mid-term & Final Evaluation with the (ILT) Instructional Leadership Team & Journal prompts related to classroom management

- Observation of mentor teachers lesson with reflection
- Meetings with liaison and mentor(s)
- Mid-term & End of the Year evaluation
- Chapter/outside reading discussions
- Reflection journals
- Continued work and building your ePortfolio

Final Grading

Grading will reflect a combination of seminar and field work. ***Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, assessment of student progress, and management of the classroom within the different settings.***

The following holistic scoring will be utilized:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date
B (80 – 89%) = Proficient. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date
C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.
D (less than 70%) = Not recommended for teacher certification

Grading (determined by below criteria and ILT)

1. Professional growth as demonstrated by:
    a. Professional growth portfolio----ePortfolio (Weebly)
    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; outside reading and discussions
4. Classroom Management Notebook reflection.
5. Attendance at school and university seminars (Mandatory every scheduled day)
6. Mid-Term ILT Conference
7. 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 through the use of Dropbox. 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

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing Dropbox. You will receive an email from the instructor inviting you to the Internship Folder.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The instructor(s) of this course will be available to students before, during, and after seminar as well as in the schools. They also may be contacted through email and phone.

Instructor(s) e-mail:
Rhonda Clark Rhonda.Clark@tamuc.edu

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Office: Education South 225 Rhonda Clark, Coordinator
Telephone: 903.886.5931
FAX: 903.886.5581

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Interns must be on time to seminar and on their assigned campus. ALL absences must be made up.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on your assignments.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison on time.
6. Assignments will be completed on your own time and not in the classroom.

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. Suggested sites 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

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

Additional Information:
You should also make a habit of reviewing the list at this web site before the 12th class day of each semester to be sure you remain in compliance with graduation and certification requirements.
http://www.tamuc.edu/registrar/pdfs/UndergradChecklist.pdf

University Specific Procedures:

Students with disabilities:

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 Student's Guide handbook, Policies and Procedures, Conduct)

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.

Withdrawal Policy. Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans.** You may want to check in to this by contacting the Bursar's Office for more details.

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at
https://leo.tamu-commerce.edu/login.aspx.

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

For weather related information regarding class cancellations enroll in the IRIS alert system on your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

COURSE OUTLINE / CALENDAR

The calendar will be emailed to students and distributed at the first seminar.