



**ELED 443 Classroom Management for Teacher Candidates  
in Culturally Diverse Field-Based Settings  
Texas A&M Commerce-Navarro College Partnership**

**Spring 2015**

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**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.

**Required Text:** Wong, Harry and Wong, Rosemary. [The First Days of School.](#)

**Online Resources:** [www.tamu-commerce.edu](http://www.tamu-commerce.edu); [www.tea.state.tx.us](http://www.tea.state.tx.us); [www.ed.gov](http://www.ed.gov)

### **TEA Standards I-IV. Pedagogy and Professional Responsibilities Standards:**

*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 and Grading:**

Critical Issues	20 Points
Case Study: Written/ Presented	20 Points
Completed Portfolio	30 Points
Class Presentation	
30 – 45 Minutes	30 Points
30 Minutes or less	0 Points

**Attendance:**

**Ten points will be deducted for each absence.**

**Five points will be deducted for tardiness or leaving early.**

## Tentative Course Calendar:

Date	Content	Assignments Due
Week 1	Syllabus/Class Assignments; Introduction of <u>The First Days of School</u> . Finding the Perfect Teaching Position - assign Letter of Inquiry, Resume, and Philosophy	
Week 2	Guest Speaker	
Week 3	<b>Chapters 11&amp; 12:</b> How to Have a Well Managed Classroom and How to Have You Classroom Ready. Assign Case Studies	Class Reports: Critical Issues from Chapters 11&12. Turn in Completed Portfolios
Week 4	<b>Chapters 13 &amp;14:</b> How to Introduce Yourself to Your Class and How to Arrange and Assign Seating	Class Reports: Critical Issues from Chapter 13 & 14.
Week 5	Chapters 15 & 16: How to Start a Class Effectively and When and How to Take Roll	Class Reports: Critical Issues from Chapters 14 & 15& 16
Week 6	<b>Chapter 18 &amp; 19:</b> How to Have an Effective Discipline Plan and How to Teach Students to Follow Classroom Procedures	Class Reports: Critical Issues from Chapters 18 & 19
Week 7	<b>Chapters 20:</b> How Procedures Improve the opportunity to learn	Class Reports: Critical Issues from Chapter 20.

### 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 summary of each chapter.
  
2. Each intern 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)?

3. The intern 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 intern 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.
5. Each intern will prepare a power point and lead the class discussion of one of the assigned chapters from the textbook. The power point must be more than written excerpts from the text. The intern should also include activities that could be used in the classroom with students to demonstrate the concept of the chapter.
6. All assignments **MUST** be typed. Hand written assignments **WILL NOT** be graded.

*(Please see additional policies and procedures in the Internship Syllabus.)*

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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### **University Specific Procedures:**

**Requests for Special Accommodations.** Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

**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](mailto: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*).

**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.

**Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *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. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### Navarro College

- All Navarro College campuses are completely smoke and tobacco free. Tobacco use is not permitted anywhere on campus.
- Navarro College is asking all faculty, staff, and students to wear University badges or ID cards on campus. You may obtain a University ID card through Navarro College at no cost.
- Navarro College is now requiring all faculty, staff, and students to have a parking permit. Unlike previous semesters, Navarro College Police Department will be issuing citations for vehicles parked on campus without the appropriate parking sticker. In addition, please remind students that citations will be issued to any vehicle parked in a faculty parking space without the proper faculty/staff parking sticker.
- In an effort to protect all parties, Navarro College asks that children not be allowed on campus unless it is for a pre-approved organized event. Please let your students know that they will not,

under any circumstances, be allowed to bring children to class with them. This includes infants and children of all ages. We understand that this may be inconvenient for our adult student population, but it must be enforced. It is truly an issue of safety and responsibility.

**Disclaimer:**

***The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.***