ELED 443.71E Classroom Management  
IN FIELD-BASED SETTINGS  
Corsicana/Navarro Partnership  

COURSE SYLLABUS: Fall 2015  
Instructor: Tammy Schwartz, M.Ed., Senior Lecturer  
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Gmail: (use for googledocs only) taschwartz3@gmail.com  
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Room 230  
Office Hours: Monday and Tuesday, 3-5 or by appointment  
Office Number: 903-875-7653  
Fax Number: 903-872-2019  
Cell Number: 903-880-3864  

COURSE INFORMATION  

Room #202  
Materials – Textbooks, Readings, Supplementary Readings:  

Textbook(s) Required:  
  by Barbara B. Gaddy (Author), Maria C. Foseid (Author), Mark P. Foseid (Author), Jana S. Marzano (Author), Robert J. Marzano (Editor)  
  ISBN-10: 1416602364  

Textbook(s) Suggested (not required):  

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 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: 10%
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 Evaluation
Reflections:

Student Learning Outcomes: (PPR Standards 2.1k, 2.1s, 2.2s)
Assessment Method: Mid-term & Final Evaluation with the (ILT) Instructional Leadership Team & Journal prompts related to classroom management
- Meetings with liaison and mentor(s)
- Mid-term & End of the Year evaluation
- Reflection journals
- Digital ePortfolio

2. Classroom Management Observation/Summary: 20%

Student Learning Outcomes: 4
Assessment Method: Observations completed and strategies noted
- Formal written observation of mentors’ lesson.
- Document observed differentiation and accommodation strategies utilized for diverse learners.

3. The Reflective Teacher: 20%

Student Learning Outcomes: 2
Assessment Method: Content Area Reading Strategies, class discussions and Kidblog.org
- Chapter/outside reading
- Knowledge and application of Reading Standards, ELL’s, and Dyslexia
- Respond to blog discussion on Kidblog.org

4. Classroom Management Notebook: 10%

Student Learning Outcomes: 6
Assessment Method: Seminar presentation and written description will be assessed 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 of the procedures used for identifying, assessing and serving ELL and non-ELL students with dyslexia or a related disorder. The investigation includes detecting the array of instructional support services available to identified students and the resources available to teachers. Findings will be compiled in a narrative report and will be presented in seminar where the different campus processes will be compared and contrasted.

6. Class Presentations: 10%

Student Learning Outcomes: 5
• Presentation of Classroom Management Chapters

7. **Final Exam: 10%**
• Exam to evaluate the progression and knowledge of Classroom Management courseGrading (determined by below criteria)

**Final Grading:**
Attendance and Participation is required (please email or text the instructor if you will be out).

<table>
<thead>
<tr>
<th>Internship: ITEP, Journals, Evaluations-Mentor/Liaison</th>
<th>10 %</th>
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<tbody>
<tr>
<td>Classroom Management Observation/Summary</td>
<td>20%</td>
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<tr>
<td>Reflective Teacher</td>
<td>20%</td>
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<tr>
<td>Classroom Management Notebook</td>
<td>10%</td>
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<tr>
<td>Case Study</td>
<td>20%</td>
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<tr>
<td>Chapter Presentations</td>
<td>10%</td>
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<tr>
<td>Final Comprehensive Examination</td>
<td>10%</td>
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</tbody>
</table>

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**

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 Edmodo.com, Kidblog.org, 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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu.edu

**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).

Course Outline & Calendar

TBD