

Department of Curriculum & Instruction



ELED 5321 EC-6: Classroom Management & Instructional Strategies

Spring 2017

Instructor Information:

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Course Information:

Course Title:	ELED 5321 EC---6: Classroom Management & Instructional Strategies
Course Number:	EDUC 5321.001
Semester:	Spring 2017
Course Location and Time:	Online Course Delivery

Catalog Description:

A study of developmentally appropriate curriculum and methods for elementary classrooms, including diversity, assessment, behavior guidance and management, planning instruction, and creating a positive learning environment. Course will also address instructional needs and appropriate assessment of all students in inclusive, multicultural, and multilingual classrooms. Field observations required.

Textbook(s) and Materials:

All readings for this course are accessible via the course Blackboard page.

** The College of Education is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one---time only, non---refundable cost of \$100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

Learning Outcomes:

At the conclusion of this course the successful student will:

- Identify and describe issues in classroom management in EC---6 classrooms.
- Design appropriate assessments for learners in EC---6 classrooms.
- Create appropriate plans for learners in EC---6 classrooms.
- Identify effective classroom practices for EC---6 classrooms through observation experiences
- Design classroom environments appropriate for EC---6 grade learners.
- Understand the diverse needs of children by creating modification strategies.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels. Core Values:

- Effective teaching
- Active learning
- Quality research
- Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

National Standards:

TESOL ---- Standard 2a	Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
TESOL – Standard 3a.1	Plan standards-based ESL and content instruction.
TESOL – Standard 3a.2	Create supportive, accepting classroom environments.
TESOL---- Standard 3a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency , learning styles, and prior formal educational experiences and knowledge.
TESOL---- Standard 3a.5	Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning
TESOL – Standard 3b.1	Organize learning around standards-based subject matter and language learning objectives.
TESOL – Standard 3b.2	Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
TESOL – Standard 3b.3	Provide activities and materials that integrate listening, speaking, reading, and writing.
TESOL – Standard 3b.4	Develop students' listening skills for a variety of academic and social purposes.
TESOL – Standard 3b.5	Develop students' speaking skills for a variety of academic and social purposes.

<i>TESOL – Standard 3b.6</i>	Provide standards----based instruction that builds on students’ oral English to support learning to read and write.
<i>TESOL – Standard 3b.7</i>	Provide standards----based reading instruction adapted to ELLs.
<i>TESOL – Standard 3b.8</i>	Provide standards----based writing instruction adapted to ELLs. Develop students’ writing through a range of activities, from sentence formation to expository writing.
<i>TESOL – Standard 3c.1</i>	Select, adapt, and use culturally responsive, age---- appropriate, and linguistically accessible materials.
<i>TESOL – Standard 3c.2</i>	Select materials and other resources that are appropriate to students’ developing language and content----area abilities, including appropriate use of L1.
<i>TESOL – Standard 3c.3</i>	Employ a variety of materials for language learning, including books, visual aids, props, and realia.
<i>TESOL – Standard 3c.4</i>	Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content----area instruction for
<i>TESOL – Standard 4a.1</i>	Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.
<i>TESOL – Standard 4c.1</i>	Use performance----based assessment tools and tasks that measure ELLs’ progress.
<i>TESOL – Standard 4c.3</i>	Use various instruments and techniques to assess content----area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.

State Domains and Competencies:

This course provides opportunities to investigate and apply the **12 Themes and Principles of Learning** approved by the State Board for Educator Certification to serve as the **Framework for the EC-6 TExES exam**.

- **Learner----Centeredness.** The teacher is a leader of a learner----centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
- **Diversity.** The teacher models and encourages appreciation of the diversity of learners, cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.
- **Higher----order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
- **Intra---- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners interest so that learners

consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.
- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
- **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.
- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.
- **Lifetime Learning, Including Self---assessment.** Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency003

The teacher understands and procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency004

The teacher understands the learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Competency005

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.

Competency006

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

DOMAIN IV – FULLFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency007

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency008

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency009

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.

State Guidelines and Competencies:

TEExES Domains and Competencies --- www.sebc.state.tx.us

National Accreditation Standards --- <http://caepnet.org/>

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

Texas Essential Knowledge and Skills (TEKS) --- <http://www.tea.state.tx.us/teks>

English Language Proficiency Standards ---

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Texas Educator's Code of Ethics –

http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

University Policies:

Expectations for Out-of-Class Study:

The general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grading:

- Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.
- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

http://web.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw.

Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the

University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

American with Disabilities Act (ADA):

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide ""reasonable accommodations"" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability----based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272----3364.

Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

"I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code."

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university----related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major---based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817---272---6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Incomplete Work:

In the case of incomplete work, a grade of “I” can be awarded only in the event of serious circumstances that prevent you from completing all work. Decision is made by the course instructor.

Medical Reimbursement:

University students will be responsible for their own transportation, meals, and health care while participating in the field---based program.

- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

UTA Writing Center:

- The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5---10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.
- Librarian to Contact: Your librarian for the Department of Curriculum & Instruction is Andy Herzog. <http://libguides.uta.edu/profile.php?uid=33755>

College of Education Policies:

Commitment to Diversity:

- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

TK----20:

- The College of Education has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:
 - Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
 - Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
 - Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
 - Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.
- On----line tutorials and training materials have been organized to orient you to the Tk20 system and its use. Information is available at the following website: <https://www.uta.edu/coed/academics/tk20/>

AVID:

- AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
- The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.
- At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching

career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

C & I Departmental Policies:

General Policies:

- The professor is available for telephone, e-----mail or face-----to-----face conferences as the need arises. **It is your responsibility to solicit help from your instructor.** This step is to be done *before* problems affect your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator’s Code of Ethics
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl= Y \)](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl= Y))
- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.

Communication:

- Your mavs.uta.edu account is the official mode of communication for UTA. All course communication must be through this email account.
- For generic questions related to the course requirements, assignments, or exams, please post your questions to the course **Q & A Discussion Board** on Blackboard so that fellow students can benefit from my responses.
- For questions related to grades or other more personal concerns, please use the email function within Blackboard. This will come directly to my UTA email account.
- I try to answer all emails within 48 hours, depending on the day and circumstances.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

ELED 5321 Course Policies:

Assignments and Assessments:

- All assignments should be submitted via the Blackboard course webpage with the designated title of the assignment and student name in the title of the document file.
- All assignments should be submitted using **APA 6th Ed.** formatting guidelines and a cover sheet including the following:
Student’s Name
Assignment Name
University of Texas at Arlington
Dr. Joohi Lee
Date
- Tips for APA can be found at the following website <http://owl.english.purdue.edu/owl/resource/560/01/>
- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.

- **Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late. Plan to submit your work in/on time**
- All assignments are due before the scheduled final examination for the course. **Assignments submitted during or after the final examination week will not be graded or considered in the final course grade.**
- The university's final exam schedule is available on the university website prior to the beginning of the academic year. Candidates are required to take the final examination for this course on the scheduled date and time.

Academic Honesty Statement:

The following statement is to be included on the cover page of each written assignment submitted for credit in all ELED courses. For assignments submitted electronically, the candidate's name may be word---processed on the signature line. The posting of the statement with the candidate's name through the candidate's email, Blackboard, or TK---20 account is recognized as the candidate's signature.

On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another's work as my own is a violation of the UTA Academic Integrity Policy.

I have not submitted the attached work as an assignment for any other course or field activity.

Signature

Date

Early Field Experience Observation Placement

- You are required to observe for a minimum of **20 hours** this semester in an accredited charter school or public elementary school classroom.
- Before the beginning of class, you will need to purchase TK----20 and apply for your Early Field Experience.
Click on this link to apply: <http://www.uta.edu/coehp/academics/tk20/>
- Once your account is activated, login and complete the application labeled “Field Experience Observation only Spring 2017.”
- Be aware that TK----20 takes 3 to 4 days to activate before you can login to apply for Early Field Experience.
- Any technical support issues regarding the application process in TK20 can be directed to tk20support@uta.edu. All other questions can be directed to the Office of Professional Development. Your Field Experience Placement Application will require you to submit a resume. It is highly suggested that you visit the UTA Career Center http://hireamaverick.uta.edu/students_alumni.html for support in creating your resume as well as critiquing your current resume. A resume template is provided on TK20.
- As soon as you receive your Field Placement assignment, contact your Cooperating Teacher to set up your first observation time.
- Note ---- if for any reason you are unable to visit the classroom on a scheduled time (illness, school holiday, etc.), you need inform your Cooperating Teacher immediately to reschedule your visit.
- Once you have received your placement, email your instructor the following information:
 - Name of Cooperating Teacher
 - School
 - District
 - Teacher’ s email
- Each visit you will have your Cooperating Teacher sign your “Early Field Experience Time Log” (Found on Blackboard). You will submit this at the end of the semester.

Course Assignments:

Classroom Observations/Experiences Assignments– [25%]

- Candidates will complete five classroom observations/experiences. Each written report will focus on a specific set of concepts. The requirements for each observation/experience are located in the Classroom Observations/Experiences Assignment section on Blackboard.
- Candidates will participate in an approved classroom experience for 20 hours during the semester.
- Candidates will need to complete the school district's Criminal Background Check form and receive clearance to begin service and observations in the classroom.
- Submit the assignment, in its entirety in one document to Blackboard as a Word Doc attachment entitled "Last Name_First Name_Observations" by Sunday of the week indicated on the course calendar.

Weekly Reading Quizzes – [15%]

- Each week you will complete a reading quiz. You will have the opportunity to take each quiz as often as you would like up until the due date, until you have mastered the material. Your highest grade will be the grade that counts towards your grade. These reading self-tests will be due by Sunday of each week.

EC-6 Core Subjects Activities – [15%]

- You will complete a variety of different activities designed to assist your studying for the EC---6 Core Subjects exam. You are required to complete at least one activity for each of the five subject tests (ELA, Science, Math, Social Studies, and PE/Fine Arts).

Classroom Management Plan – [15%]

- Candidates will create a Classroom Management Plan for a Pre K--- 6th grade classroom.
- The plan will include the following components:
 - **Classroom Expectations** – Three to five expectation statements that the students must follow at all times. Be sure the expectations follow these guidelines:
 - " Is it necessary?
 - " Is it productive?
 - " Is it fair?
 - " Is it age appropriate?
 - **Classroom Routines** – Include a description of the Routines for the following activities:
 - " Morning/Beginning of Class
 - " Transitions
 - " Homework
 - " Parent Communication
 - " Afternoon/End of Class
 - **Supportive Feedback** – How will you motivate your students to follow these rules? Include how you will provide supportive feedback to both individual students and the whole class.
 - **Corrective Actions**---- What are the consequences a student acting out or misbehaving? Include the following:
 - " Establish a Discipline Hierarchy including what will happen the first, second, third, fourth, and fifth time a student breaks a rule. Also include a severe clause for behavior that requires immediate action.
 - " Describe how you will keep track of students' behavior. For example, signing a Discipline book or changing a card on a chart.
- For each of the components listed above, include a one paragraph justification of your choices.
- Submit the assignment, in its entirety in one document to Blackboard as a Word Doc attachment entitled "Last Name_First Name_Classroom_Management_Plan" by the due date on the course calendar.

Integrated Lesson Plan – [15%]

- Candidates will document the planning process and develop a lesson plan based on the TEKS addressing two content area objectives. Candidates will follow the ESL EC----6 Lesson Plan template found on Blackboard.
- You will submit the assignment, in its entirety in one document to Blackboard as a Word doc attachment entitled “Last Name_First Name_Lesson_Plan” by the due date on the course calendar.
- Candidates will teach their lesson in their field placement and submit a lesson reflection on Blackboard.

Learning Log -- [15%]**Grade Calculation:**

Final numerical valuations relate to letter grades and points as follows:

A = 93 – 100%

B = 85 – 92%

C = 77 – 84%

D = 70 – 76%

F = Below 70%

Grade	Assignment	Assessment Type
25%	Classroom Observations/Experiences (5 pts for each observation)	Formative (rubric on BB)
15%	Weekly Reading Quizzes	Summative
15%	EC6 Core Subjects Activities (5 pts for each core subject)	Formative (rubric on BB)
15%	Classroom Management Plan	Formative (rubric on BB)
15%	Integrated Lesson Plan	Key Assessment (rubric on Blackboard and TK20)
15%	Weekly Learning Logs	Formative (rubric on BB)
100%		

Tentative lecture/topic schedule:

Week	Topics	Reading Assignments – All Required Readings are in	Assignment Due
Week 1 – Jan. 17-22	<p align="center">Familiarize with the course works.</p> <p align="center">Introduce yourself to your coursemates on BB Discussion Board and get to know each other.</p>		
Week 2 – Jan. 23-29	Foundations of Classroom Management <ul style="list-style-type: none"> • Factors influencing student behavior and learning • Approaches to Classroom Management • Understanding students' basic needs 	<ul style="list-style-type: none"> • Foundations of Classroom Management Learning Module (Blackboard) • <i>Classroom Management Overview</i> • <i>Teachers' and students' causal explanations for classroom misbehavior: Similarities and differences</i> • <i>How to Manage Disruptive Behavior in Inclusive Classrooms</i> 	<ul style="list-style-type: none"> • Week 2 Reading Quiz • Week 2 Learning Log Entry
Week 3 – Jan 30-Feb 5	Classroom Management Skills and Techniques <ul style="list-style-type: none"> • Creating a positive classroom environment • Classroom organization • Managing and conducting learning activities • Choosing expectations and procedures 	<ul style="list-style-type: none"> • Classroom Management Skills & Techniques Learning Module (Blackboard) • <i>Creating a Classroom Environment that Promotes Positive Behavior</i> • <i>Arranging the Physical Environment of the Classroom to Support Teaching/Learning</i> • <i>Cooperation vs. Competition in the Classroom</i> • <i>Successfully Managing Student Transitions</i> • <i>Classroom Management Guide</i> 	<ul style="list-style-type: none"> • Week 3 Reading Quiz • Week 3 Learning Log Entry
Week 4 – Feb. 6 – 12	Student Motivation <ul style="list-style-type: none"> • Effects of motivation on student behavior and learning • Theories of motivation • Methods to promote motivation • Dealing with student misbehaviors 	<ul style="list-style-type: none"> • Student Motivation Learning Module (Blackboard) • <i>Theories of Motivation</i> • <i>How Motivation Affects Learning and Behavior</i> • <i>Teaching Strategies----Motivating Students</i> • <i>Responding to Misbehavior</i> • <i>Teacher Behavioral Strategies: A Menu</i> 	<ul style="list-style-type: none"> • Week 4 Reading Quiz • Week 4 Learning Log Entry • EC----6 ELAR Generalist Study Activity due (1)
Week 5 – Feb. 13 – 19	Theories of Guidance & Learning <ul style="list-style-type: none"> • Learning Styles/Multiple Intelligences 	<ul style="list-style-type: none"> • Theories of Guidance & Learning Module (Blackboard) • <i>Classroom Management Theorists and Theories</i> • <i>Summaries of Learning Theories and Models</i> • <i>Bloom's Taxonomy of Learning Domains</i> 	<ul style="list-style-type: none"> • Week 5 Reading Quiz • Week 5 Learning Log Entry • Classroom Management Plan Due

Week 6 – Feb. 20 – 26	Teaching for Diversity and Social Justice	<ul style="list-style-type: none"> • Teaching for Diversity and Social Justice Learning Module (Blackboard) • <i>Chapter 1. Educating Everybody's Children: We Know What Works ---- And What Doesn't</i> • <i>Chapter 2. Diverse Teaching Strategies for Diverse Learners</i> • <i>Strategies for Teaching Culturally Responsive</i> • <i>Teaching Diverse Students</i> • <i>Multicultural Education</i> 	<ul style="list-style-type: none"> • Week 6 Reading Quiz • Week 6 Learning Log Entry • Classroom Observation #1 Due
Week 7 Feb. 27 – Mar. 5	Structuring and Delivering your Lesson <ul style="list-style-type: none"> • Writing Clear Objectives • Backwards Design • Differentiated Instruction 	<ul style="list-style-type: none"> • Structuring and Delivering your Lesson Learning Module (Blackboard) • <i>Behavioral Objectives</i> • <i>Language Objectives</i> • <i>How to Plan Effective Lessons</i> • <i>Strategies for Effective Lesson Planning</i> • <i>Writing Objectives</i> • <i>Principles of Backward Design</i> • <i>What Research Says About.../Differentiated Learning"</i> • <i>What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom</i> 	<ul style="list-style-type: none"> • Week 7 Reading Quiz • Week 7 Learning Log Entry
Week 8 March 6 - 12	Lesson Design –Pt. 1 <ul style="list-style-type: none"> • Direct Instruction • Indirect Instruction • Problem----based Learning 	<ul style="list-style-type: none"> • Lesson Design----Pt. 1 Learning Module (Blackboard) • <i>Direct Instructions</i> • <i>Inductive and Deductive Instruction</i> • <i>Indirect Teaching</i> • <i>Problem----Based Learning</i> 	<ul style="list-style-type: none"> • Week 8 Reading Quiz • Week 8 Learning Log Entry • Classroom Observation #2 Due

Week 9 – March 13-19	Spring Break		
Week 10 March 20-26	Lesson Design-1 <ul style="list-style-type: none"> • Critical Thinking • Questioning/Inquiry • The Flipped Classroom 	<ul style="list-style-type: none"> • Lesson Design----Learning Module (Blackboard) • <i>Strategies to Promote Critical Thinking in the Elementary Classroom</i> • <i>Critical Thinking in the Elementary Classroom: Problems and Solutions</i> • <i>Inquiry----based Learning</i> • <i>Costa's Levels of Inquiry</i> • <i>How Can Quality Questioning Transform Classrooms? Questioning to Advance Thinking, Learning, and Achievement</i> • <i>The Flipped Classroom: Pro and Con</i> • <i>A Flipped Kindergarten Lesson</i> 	<ul style="list-style-type: none"> • Week 10 Reading Quiz • Week 10 Learning Log Entry • Classroom Observation #3 Due
Week 11 – March 27 –April 2	Lesson Design -2 <ul style="list-style-type: none"> • Collaborative Learning Strategies • Cooperative Learning Groups • Active Learning 	<ul style="list-style-type: none"> • Lesson Design----Learning Module (Blackboard) • <i>What is the Collaborative Classroom?</i> • <i>20 Collaborative Learning Tips and Strategies for Teachers</i> • <i>Collaborative Learning: Group Work</i> • <i>Cooperative Learning Tips and Techniques</i> • <i>Cooperative Exercises and Examples</i> • <i>How to keep kids engaged in class</i> 	<ul style="list-style-type: none"> • Week 11 Reading Quiz • Week 11 Learning Log Entry • Lesson Plan Draft Due for Peer Review • EC----6 Social Studies & Fine Arts/PE Core Subjects Study Activities due (2)
Week 12-1 & 12-2 – April 3- 9	Assessment and Evaluation <ul style="list-style-type: none"> • Data----driven Instruction • Response to Intervention (RTI) • Feedback to students 	12-1 <ul style="list-style-type: none"> • Assessment and Evaluation Learning Module (Blackboard) • <i>Types of Assessment</i> • <i>Guidance for Developing and Selecting Quality Assessments in the Elementary Classroom</i> • <i>Forms of Assessment</i> • <i>Assessment in Early Childhood</i> • <i>Formative vs Summative Assessment</i> • <i>Principles of Data----Driven Instruction</i> • <i>What is RTI?</i> 12-2 <ul style="list-style-type: none"> • <i>Do you check for understanding often enough with students?</i> • <i>Why check for understanding? /Feedback</i> 	<ul style="list-style-type: none"> • Week 12-1/12-2 Reading Quiz • Week 12-1/12-2 Learning Log Entry • Classroom Observation #4 Due

Week 13– April 10-16	Teaching Science	<ul style="list-style-type: none"> • <i>Bringing the science curriculum to life in the classroom</i> • <i>Creating a love for science for elementary students through inquiry-based learning</i> • <i>Best practices in science article series</i> • <i>Effective strategies for teaching science vocabulary.</i> 	<ul style="list-style-type: none"> • Week 13 Reading Quiz • Week 13 Learning Log Entry • Peer Review of Lesson Plan Due • Classroom Observation #5 Due
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Week 14 – April 17-23	Teaching Math --- School Mathematics for Young Children	<ul style="list-style-type: none"> • School Mathematics for Young Children Learning Module (Blackboard) • <i>How Children Learn</i> • <i>Chapter 1. School Mathematics for Young Children</i> • <i>Chapter 2. Levels of Representation in Teaching Children Mathematics</i> • <i>Chapter 3. How Children Learn Mathematics</i> • <i>Chapter 4. Number Operations I: Developing Early Number Sense in Early Childhood</i> • <i>Chapter 5. Number Operations II: Developing Children's Number Sense</i> 	<ul style="list-style-type: none"> • Week 14 Reading Quiz • Week 14 Learning Log Entry • Final Integrated Lesson Plan Due
Week 15 – April 24-30	Teaching Math	<ul style="list-style-type: none"> • <i>Chapter 6. Promoting Children's Algebraic Thinking and Teaching Algebra</i> • <i>Geometry, Measurement, and Data Analysis and Probability Learning Module (Blackboard)</i> • <i>Chapter 7. Teaching Children Geometry</i> • <i>Chapter 8. Measurement for Young Children</i> • <i>Chapter 9. Data Analysis and Probability for Children</i> • <i>Chapter 10. Assessing Children's Mathematics Learning</i> 	<ul style="list-style-type: none"> • Week 15 Reading Quiz • Week 15 Learning Log Entry

Week 16 – May 1-5	Dead Week Course Evaluation (SFS)		<ul style="list-style-type: none"> • Classroom Observation Time Log Due • EC----6 Math and Science Core Subjects Activities due (2)
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****The Professor reserves the right to modify and or adjust the assignments and/or lecture schedule as deemed necessary or appropriate in order to maximize learning. The Professor will inform students of any changes*

