****

**Department of Teaching & Learning**

**Course Title:** Effective Teaching Practices 1

**Course Number:** EDG 3323

**Credit Hours:** 2 Semester Hours

**Contact Hours:** Class meets for a total of 3 contact hours

**Prerequisites:** LAE 4353, TSL 4080 or permission of instructor

**Postrequisite:** EDG 3324

**Course Logistics:**

* **Terms:** fall, spring, summer
* **Classroom-based course**
* **Class location and time:** Davie, Boca, Jupiter(time not available)

**Instructor:** To be determined

**Office Address/Office Hours:** To be determined

**Phone Number/Email:** To be determined

**TA contact information:** Not applicable

**Catalog Description:** An introduction to research based effective teaching practices, focusing on classroom management, organization and development of instruction and verbal and non-verbal communication. Emphasis is on the Florida Educator Accomplished Practices and a state approved assessment system. One day clinical experience per week.

**Course Connection to the College of Education (COE) Conceptual Framework:**

As reflective decision-makers students will make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals by interacting in the classroom with elementary school students and teachers, by developing lesson plans that demonstrate respect for the developmental characteristics of children and needs of ESOL students, follow the standards for educator accomplished practices, and demonstrate capability to teach and respect all young people.

**Required Texts/Readings:**

Cross, L., Pullease, B. & Targoff, H. (2012). *Demonstrating the new Florida Educator Accomplished Practices: A practical guide for an effective educator (2nd ed.). Boston, MA: Pearson Learning Solutions.* ***Note:******Consumable workbook. Do not purchase used or rent.***

Evertson, C. & Emmer, E. (2012). *Classroom management for elementary teachers (9th ed.).* Upper Saddle River, NJ: Pearson Education, Inc.

**Required Materials:**

* A separate small notebook or pocket folder for class notes and handouts.
* Highlighter (any color).
* Solid color pocket folder for the Clinical Educator coordinating your practicum experience.

**Required Academic Service-Learning Statement**:

Due to the nature of the course content, this course is designated as an ***academic service-learning*** course. The assistance you provide to the agency/organization during your academic service-learning experience is a service to the community will allow you to apply knowledge from this course to local, national, and/or global social issues. Throughout this course you will be participating in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development.

To receive an academic service-learning notation of hours on your transcript, your hours must be logged electronically through NobleHour, [www.noblehour.com](http://www.noblehour.com/), while completing your academic service-learning project. Also, pre-assessment and post-assessment surveys through Survey Monkey are required to be taken by academic service-learning students. Please visit the Weppner Center for Civic Engagement & Service website, [www.fau.edu/volunteer](http://www.fau.edu/volunteer), for instructions on logging in hours through NobleHour and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an academic service-learning notation on your transcript. Please see Required Clinical/Practicum information below.

**Required Clinical/Practicum: Fulfilled during Academic Service-Learning Experience**

* This course requires a clinical/practicum experience (90 hours/12 days) in a school setting.
* This 90 hour experience must be scheduled as one full 7 ½ hour day each week.
* This clinical practicum experience is in addition to class sessions.

# Required Limited English Proficiency (LEP) Reflective Activity Log:

* You are required to spend **a minimum of 8 hours** participating in an interactive academic experience with LEP students.
* This experience can be documented in Effective Teaching Practices I, II or both.
* ESOL Endorsement requirements and the LEP Reflective Activity Log form can be found in the ***Course Documents*** section posted on Blackboard.
* Effective Teaching Practices (ETP) I students must complete an LEP Verification Form, which their Clinical Educator and ETP I Instructor must sign.
* A copy of your LEP Verification Form and your LEP Reflective Activity Log is given to your ***ETP I Instructor***. The original documents are taken to your ***ETP II Instructor*** and recorded as documentation for meeting all or part of the **8 hour** ESOL requirements.
* You are responsible for keeping copies of all documentation.

# Required Professional Learning Community (PLC): You will complete various group activities and class discussions that correlate and reinforce concepts being taught. These activities are listed in the content outline. (C-F: Students gain information and experience to develop knowledge and skills to become capable, ethical reflective-decision makers.) (ESOL: 1.0) (FEAP: B1)

**Special Course Requirements:**

* ***LiveText:*** An active *LiveText* account to track mastery of programs skills, competencies and critical assignments, and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have a *LiveText* account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active *LiveText* account may have an academic hold placed on their records. For information regarding account activation, please go to the COE website at: <http://coe.fau.edu/livetext>. For information pertaining to financial assistance, please go to: <http://www.coe.fau.edu/livetext/livetextfinincialassistane.htm>.
* ***Computer Requirements:***
* Blackboard Distance Learning at: [blackboard.fau.edu](http://www.blackboard.fau.edu). Do not type www. Follow link for Login.
* FAU E-Mail.
* Word Software: These programs are available on computers in the FAU Computer Labs.
* Owl Apps versions of Word.
* PowerPoint (PPT) if you do not have Microsoft Word for Pc/Mac.
* Overhead Projector, Computer Projector, VCR, CD-ROMs, DVD, Laser Disks.
* A backup option available to minimize the loss of work. It can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
* APA Style websites:
* APA Publication Manual (6th ed.) at: <http://www.apastyle.org/>
* Writers Handbook at: <http://wisc.edu/writing/Handbook/DocAPA.html>

**Supplementary/Recommended Readings:**

Larrivee, B. (2009). *Authentic classroom management: Creating a learning community and building reflective practice (3rd ed.).* New York, NY: Pearson Allyn & Bacon.

Rutherford, P. (2012). *Instruction for all students (2nd ed.).* Alexandria, VA: Just Ask Publications.

**Supplementary/Recommended Websites:**

Classroom Management and Lesson Plan Sites at: [www.teachers.net](http://www.teachers.net), [www.disciplinehelp.com](http://www.disciplinehelp.com), [www.ztozteacherstuff.com/tips/](http://www.ztozteacherstuff.com/tips/), [www.teachertimesavers.com](http://www.teachertimesavers.com), [www.teachernet.com](http://www.teachernet.com), [www.technology/com](http://www.technology/com)

Florida Standards Assessments (FSA) at: [www.cpalms.org](http://www.cpalms.org).

Kizlik, R. (2004). *How to write learning objectives: A guide to effective practice* at:

<http://adprima.com/wlo5.htm>

**Standards and Guidelines Used for Developing Course Objectives:**

Association for Childhood Education International Elementary Education Guidelines (ACEI)

<https://www.acei.org/sites/default/files/aceielementarysupportingexplanation.507.pdf>

Florida Subject Area Competencies (ESOL)

<http://www.fldoe.org/core/fileparse.php/7719/urlt/0071749-mnellf.pdf>

Florida Educator Accomplished Practices (FEAP)

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

**Course Objectives/Student Learning Outcomes:**

1. Demonstrates familiarity with the current body of research that supports effective teaching behaviors.

* ACEI: 1.0, 5.2
* ESOL: 1.0, 5.4, 6.2, 6.10, 18.1
* FEAP: A 1, 2, 3, 4, B 1, 2

1. Recognizes and reflects on effective teaching practices in simulations and classroom settings.

* ACEI: 1.0, 5.2
* ESOL: 3.2, 4.1, 4.2, 18.3
* FEAP: A 1, 2, 3,4, B 1, 2

1. Identifies and demonstrates appropriate use of instructional materials and resources and integrates the use of technology.

* ACEI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
* ESOL: 4.3, 4.4, 8.1, 8.2, 15.2, 18.1
* FEAP: A 1, 3

1. Recognizes and exhibits instructional skills in the areas of management of student conduct (including safety, legal and ethical issues), organization for delivery of instruction; enhancing student self-esteem, and verbal and non-verbal communication.

* ACEI: 3.4, 3.5
* ESOL: 3.2, 18.2, 18,3
* FEAP: A 2, B 2

1. Develops, prepares, presents, and reflects on daily lesson plans.

* ACEI: 1.0
* ESOL: 4.2, 5.4, 6.2, 6.10, 12.1, 12.5, 13.3, 17.1
* FEAP: A 1, 2, 3, 4

1. Recognizes and incorporates Next Generation Sunshine State standards and content limits of the Florida Standards Assessments (FSA) in daily lesson plans.

* ACEI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2,8
* FEAP: A 1, 2, 3, 4

1. Identifies the characteristics of the ESOL student and explores effective teaching strategies to use in working with limited English proficient students.

* ACEI: 3.2
* ESOL: 2.1, 4.1, 4.2
* FEAP: A 1, 2, 3, 4

1. Recognizes the need for confidentiality of student and parent information and working effectively with the total school community.

* ACEI: 5.4
* FEAP: B 1, 2

1. Demonstrates indicators from the Florida Educator Accomplished Practices in research activities and experiences in a school setting.

* ACEI: 1.0
* ESOL: 1.0, 3.1
* FEAP: A 1, 2, 3, 4, B 1, 2

**Content Topical Outline:**

|  |  |
| --- | --- |
| **Week** | **Discussion Topics, Class Activities, Homework Assignments, and Field Assignments** |
| **#1** | ***Focus: Introductions/Ice Breaker/Course Expectations/Review Syllabus/Acronyms***   * College of Education Conceptual Framework (CF): What is a Reflective Decision-Maker? * College of Education (COE) Dispositions and new ***Florida Educator Accomplished Practices (FEAPs)***. * Competency Assessments (CA) and ***LiveText*** Assignments * Professional Learning Communities (PLC) and Extra Teacher Provision (ETP) Lesson Folder. * Academic Service-Learning (A S-L) and Practicum Expectations and Clinical Educator (CE) Folder. * Specific Measurable, Achievable, Relevant, Time-Oriented (SMART) Objectives. * Limited English Proficiency (LEP) Exceptional Student Education (ESE). * The History of Teacher Appraisal in Florida (PowerPoint).   ***Assignments due Week #2:***   * **Read:** Cross, Chapter 6, *Professional Responsibility and Ethical Conduct.* * **Prepare** Practicum Experience Folder and bring to class (see Field Experience link on Blackboard site). * If you have not already done so: * ***Download*** syllabus and other important materials on Blackboard. * ***Purchase*** required textbooks *LiveText*, and supplies. * ***Complete*** the field experience placement form at [www.fau.edu/coess](http://www.fau.edu/coess) under the *Field Experience link.* * ***Apply*** ***or renew*** your application for security clearance through the school district office in the county in which you plan to complete your field placement during future semesters. Henderson School will accept any local county clearance approval. |
| **#2** | ***Focus: Professional Responsibility and Ethical Conduct (FEAP B2)***   * **Review and discuss**: Code of Ethics and Principles of Professional Conduct. * **Activity A:** **Ethical Dilemma** (Cross, page 245): * Discuss dilemma scenarios and then break into PLC groups for discussion. * **Preparing for Practicum:** * Discuss Practicum expectations related to ethical behavior and review assignment expectations. * Review mid-term/final evaluations. * Review Practicum Experience CE Folder. * **Practicum Placement begins next week.** Bring Practicum Experience Folder for your Clinical Educator when you go to the school for the first time. Meet with your Clinical Educator to discuss how you can assist in the classroom to help meet the needs of students, review suggested assistance activities as outlined on the Clinical Educator’s Information Sheet. Discuss course Academic Service-Learning (A S-L) requirements and your mid-term/final evaluation***.***   ***Assignments due Week #3:***   * **Read:** Cross, Chapter 2, *Instructional Design and Lesson Planning.* * **Read:** Evertson & Emmer, Preface and Chapter 1, *Organizing Your Classroom and Supplies.* * **Read:** Evertson & Emmer, Chapter 2, *Establishing Classroom Rules and Procedures.* * **Read:** Evertson & Emmer.Chapter 7, *Maintaining Appropriate Student Behavior.* |
| **#3**  **#3**  **Cont.** | ***Focus: Instructional Design and Lesson Planning (FEAP A1)***   * **Discuss:** Evertson & Emmer, Chapter 7, *Maintaining Appropriate Student Behavior.* * **Review:** Sample of lesson plans from other classes and compare to ETP less plan format: * Rewriting sample lesson plan objectives to make them **SMART.** * Aligning standards, activities, **SMART** objectives, instructional procedures, and assessment. * Discuss lesson plan delivery options. * **Discuss:** Differentiated Instruction: * LEP classification and descriptions. * ESE and learning accommodations. * Diverse learning styles. * **Activity B: Lesson Plan** (Cross, page 47).   ***Assignment due Week #4:***   * **Practicum Experience placement begins this week!** Remember to meet with your clinical Educator (CE) to discuss how you can assist in the classroom to help meet the needs of the students, review suggested assistance activities as outline on the Clinical Educator’s Information Sheet. Discuss course Academic Service-Learning requirements and your mid-term/final evaluation. **Note:** If your school is in session during the FAU Spring Break, with consent from your CE, you may go into the classroom 1-3 times. * **Read:** Cross,Chapter 3, *Instructional Delivery and Facilitation.* |
| **#4** | ***Focus: Instructional Delivery and Facilitation (FEAP A3)***   * **Discuss: School/Classroom Profile assignment due next class.** * **Teaching a Concept Lesson =** Definition/Attributes, Examples, and Non-examples. * Connecting **SMART o**bjectives to concepts. * **Overview:** Knowledge and Presentation of Subject Matter: * **Activity A: Concept Development** (Cross, page 143)**:** * Law-like Principle. * Academic Rules. * Value Knowledge. * Connecting **SMART** objectives to other forms of knowledge. * **Activity B: Interdisciplinary Teaching Activities** (Cross, page 145). * **Activity G:** **Identifying Gaps in Subject Matter Knowledge** (Cross, page 155)**.**   ***Assignment due Week #5:***   * **Submit**School/Classroom Profile assignment next class. * **Discuss and Confirm** topic for Lesson Plan #1 with your Clinical Educator. * **Review** and become familiar with all testing materials. |
| **#5** | ***Focus: Instructional Delivery and Facilitation (FEAP A3)***   * Organization and development of instruction. * Engaging students through activities and questions. * Connecting **SMART** objectives to Bloom’s Taxonomy. * Writing for higher comprehension and deeper understanding of subject matter. * **Activity C: Bloom’s Taxonomy** (Cross, page 147). * **Activity H:** **Providing Student Feedback** (Cross, page 157). * Positive Feedback: Specific/General Praise. * **School/Classroom Profile assignment is due today!**   ***Assignments due Week #6:***   * **Prepare** a lesson plan for your first lesson plan presentation. * **Submit** your 1st Lesson Plan to your instructor to review and partially grade. Include all accompanying sample worksheets, PowerPoint slides, models, etc. Your instructor will grade the remaining components when you resubmit your lesson plan packets and self-reflection forms one week after teaching the lesson. |
| **#6**  **#6**  **Cont.** | ***Focus: The Learning Environment (FEAP A2)***   * **Discuss:** How to Establish/Maintain an Effective, Safe, and Supportive Classroom Learning Environment. * **Discuss:** Evertson & Emmer, Chapter 1, *Organizing Your Classroom and Supplies.* * **Discuss:** Evertson & Emmer, Chapter 2, *Establishing Rules and Procedures.* * **1st Lesson Plan due to your instructor to review and partially grade today!** * **Activity B: Seating Arrangement and Instructional Strategies** (Cross, page 91).   ***Assignment due Week #7:***   * **Submit**Managing the Classroom assignment next class. * **Read:** Everston & Emmer, Chapter 4, *Getting Off to a Good Start.* * **Read:** Everston & Emmer, Chapter 5, *Planning and Conducting Instruction.* * **Bring** the **completed**, typed copy of this lesson plan to your Clinical Educator for review and approval ***at least one week prior*** to the class and after it has been reviewed, graded, and returned to you in class by your FAU Instructor. Include all accompanying sample worksheets, PowerPoint slides, models, etc. |
| **#7** | ***Focus: The Learning Environment (FEAP A2)***   * **Discuss:** Evertson & Emmer, Chapter 4, *Getting Off to a Good Start.* * **Discuss:** Evertson & Emmer, Chapter 5, *Planning and Conducting Instruction.* * **Managing the Classroom assignment is due today!** * **Teach Lesson #1 in the field this week.**   ***Assignments due Week #8:***   * **Resubmit** Lesson #1 Lesson Plan Packets next class. * **Submit mid-term evaluation** **next** **class.** |
| **#8** | ***Focus: Instructional Design and Lesson Planning (FEAP A1)***   * Introduce FAU Lesson Plan Format/Packet. * **Review:** Clinical Educator’s Evaluation and Self-Reflection. * **Next Generation Sunshine State Standards (SSS)** and **Goal 3 Standards:** * Planning and Curriculum Content Selection. * Standards, Textbooks, and Content. * Standard-Driven Curriculum. * Unpacking the Standards. * Writing **SMART o**bjectives using Bloom’s Taxonomy. * **Activity A: Writing SMART Instructional Objectives** (Cross, page 45). * **Resubmit Lesson #1 lesson plan packets today!** * **Submit mid-term evaluations today.**   ***Assignments due Week #9:***   * **Prepare** a lesson plan for your second lesson plan presentation. Bring a **completed,**typed copy of your lesson plan to your Clinical Educator for review and approval ***at least one week prior*** the date you will be teaching it to the class. Include any accompanying sample worksheets, PowerPoint slides, models, etc. |
| **#9** | ***Focus: Instructional Delivery and Facilitation (FEAP A3)***   * Types of questions (low order, high order, non-academic, multiple choice). * Compare Bloom’s Taxonomy with Webb. * Connecting **SMART** objectives to Webb’s Depth of Knowledge. * **Activity D: Webb’s Depth of Knowledge** (Cross, page 149). * **Teach Lesson #2 in the field this week.**   ***Assignments due Week #10:***   * **Read:** Evertson & Emmer, Chapter 3, *Managing Student Work.* * **Read:** Cross, Chapter 4, *The Learning Environment.* * **Submit** Lesson #2 lesson plan packets next class. |
| **#10**  **#10**  **Cont.** | ***Focus: Assessments (FEAP A4)***   * **Discuss:** Evertson & Emmer, Chapter 3, *Managing Student Work.* * **Overview: Assessment** * Diagnostic, Formative and Summative. * Traditional and Alternative Assessments. * **SMART** objectives linked to assessment. * **Submit Lesson #2 lesson plan packets today!**   ***Assignments due Week #11:***   * **Prepare** a lesson plan for your third lesson plan presentation. Bring a **completed,** typed copy of your lesson plan to your Clinical Educator for review and approval ***at least one week prior*** the date you will be teaching it to the class. Include any accompanying sample worksheets, PowerPoint slides, models, etc.   **Review** Evertson & Emmer - Chapter 2, *Establishing Classroom Rules and Procedures.* |
| **#11** | ***Focus: The Learning Environment (FEAP A2)***   * **Discuss:** Rules and Procedures and Student Engagement. * **Activity C: Creating Rules and Procedures** (Cross, page 97). * **Teach Lesson #3 in the field this week and video tape it.**   ***Assignments due Week #12:***   * **Read:** Evertson & Emmer, Chapter 6, *Managing Cooperative Learning Groups.* * **Read:** Evertson & Emmer, Chapter 10, *Managing Special Groups.* * **Submit completed lesson plan packet for Lesson #3 next class. This is a Competency Assessment (CA) assignment. It *must* be submitted as a hard copy in class and posted on *LiveText* as an assignment!** |
| **#12** | ***Focus: The Learning Environment (FEAP A2)***   * **Discuss: Classroom Management Plan Analysis (CA) assignment due next class.** * **Discuss:** Evertson & Emmer, Chapter 6, *Managing Cooperative Learning Groups.* * **Discuss:** Evertson & Emmer, Chapter 10, *Managing Special Groups.* * **PLC Activity-** Creating Individual Daily Student Behavioral Plans. * **Submit Lesson #3 lesson plan packets today!**   ***Assignment due Week #13:***   * **Submit:** Classroom Management Plan Analysis (CA) assignment next class. * **Read:** Evertson & Emmer, Chapter 9, *Goal for Managing Problem Behavior/Management Strategies.* |
| **#13** | ***Focus: The Learning Environment (FEAP A2):* Classroom Management**   * **Academic Service Learning**   **Guest Speaker from the Weppner Center for Civic Engagement & Service Learning:**   * Discuss Academic Service Learning. * Post-Assessment Survey. * Verification of Noble Hour Registration. * Logging Already Completed Field Hours. * **Discuss:** Evertson & Emmer, Chapter 9, *Goal for Managing Problem Behavior/Management Strategies:* * Meeting Individual Students’ Needs. * Recognizing Problem Behaviors. * **Class Activity-** Identifying Common Student Behavior Problems.   ***Assignment due Week #14:***   * **Read:** Evertson & Emmer, Chapter 8, *Communication Skills for Teaching.* * **The following** ***MUST* be uploaded into Livetext**: * Final Field Evaluation. * ***Completed*** Record of Hours Log. * LEP Verification Form, ***after*** it is signed by your ***CE*** and ***FAU*** Instructor *and* journal entries if available. * **Practicum Lesson Plan Video.**   **SPECIAL NOTE:** The items listed above are required for successful completion of this course. You ***will******not*** receive a grade without these artifacts uploaded into ***Livetext!*** |
| **#14** | ***Focus: The Learning Environment (FEAP A2)***   * **Discuss:** Evertson & Emmer, Chapter 8, *Communication Skills for Teaching.* * **Due: Videotaped Practicum Lesson.** * **Base Group Activity: Share Practicum Videotaping with Peers.** * **Due:** * **Final Field Evaluation *original, signed hard copy* of final submitted in class.** * ***Electronic copy* of *final* uploaded and submitted into *Livetext*.** * **LEP *Verification Forms* and if available, LEP Journal Entries.**   ***Assignments due Week #15:***   * **Upload and Submit *LEP Verification*** forms ***after signed by CE and FAU Instructor*** into ***Livetext***. * **Upload and Submit *Final Field Evaluation* into *Livetext*.** * **Upload and Submit *Code of Ethics Evaluation* onto *LiveText* *after signed* by you and your CE.**   **WAIT to upload LEP Forms into your Portfolio unit *after signed* by *both* your CE and FAU Instructor.** |
| ***#15*** | ***Final Class Meeting:***   * **Continue with *LiveText* Portfolio Showcase.** * **Group Discussion: Reflect on where you have been and where you are going!**   ***Submitted during this Class Meeting (if not already submitted):***   * ***Hard Copy of signed Final Field Evaluation.*** * ***Upload and Submit Electronic Copy of Code of Ethics Evaluation signed by CE onto LiveText.*** |

**Changes to the Syllabus:**In an effort to differentiate instruction, the instructor retains the right to make changes to the syllabus, including assignments/topical content outline. All changes will be announced in class and via FAU email/BB.

**Teaching Methodologies**:

Modeling, simulations, cooperative learning, lecture, in-class and online discussions, computer software and other media use and review, computer sites, research, web assisted instruction (Blackboard), video tapes, PowerPoint and other overhead presentations by instructor and students.

**Overview of Course Requirements:**

Specific assignment directions and the assessment rubrics are posted on Blackboard under the Assignment Link for guidance in completing each assignment.

# Video Analysis of Lesson 3: The purpose of this assignment is to review and analyze a 15-minute (minimum) video clip of your Lesson 3 presentation in the field. Using this video clip you will complete a classroom activity analyzing your strengths and weaknesses as a pre-service teacher preparing for the professional world. There are two parts to this assignment:

* **Part 1**: Using AV materials in your school, Smart phone, or video camera, record ***yourself*** as you teach lesson 3. Although you may record the entire lesson presentation, only a 15- minute clip will be reviewed for the assignment. Remember that this is a video of ***you*** and **NOT** the students in the classroom. As a result, you will not need parental permission to video, since the students will not be in the video. Keep the camera focused on you and only you.
* **Part 2**: You are each responsible to attend class with a video recording. Be prepared to discuss pre-arranged questions with your classmates. This activity will be used toward your classroom participation grade for that day. Afterward, the video will be housed in your ***LiveText*** program folio. This video will be accessed for review again in Effective Teaching Practices 2. ***This is a required assignment and must be completed on-time.*** (FEAP: B.1.e & B.1.1).

# School/Classroom Profile Assignment: The purpose of this assignment is to become familiar with the school, staff, teachers, and students in the classroom where you have been assigned, so that you have the necessary knowledge to meet the needs of these students while feeling more comfortable and connected to the school site. Use the format and questions provided in the *Assignment* section posted on Blackboard. *Attach the assignment rubric.*

# *Due to privacy concerns, avoid using the name of your assigned clinical educator.*

There are **two** parts to this assignment:

* **Part 1:** Research and investigate, as much as possible, the school and students in the classroom where you are assigned. Review the questions and use the format provided in the ***Assignment*** section posted on Blackboard.
* **Part 2:** Link reflection to the COE Conceptual Framework, your professional growth, and the impact in the classroom.

(C-F: Students become informed and reflect on classroom demographics and school routines to make capable decisions about instruction and interaction with students.) (ESOL: 2.1 & 4.1) (FEAP: A 2).

**Managing the Classroom Assignment:** The purpose of this assignment is to review classroom management strategies (in the classroom) over time. Classroom management techniques change throughout the day as a teacher transitions through different activities and lessons in his/her classroom. He/she may use one technique for a direct instruction lesson, another for small group and even another for independent work time. This assignment will allow you to observe these different management techniques, link them to the proper elements on Marzano’s Learning map and critique your Clinical Educator as though you were an observer.

**Use the format and questions provided in the “Assignment” section posted on Blackboard. Attach the assignment rubric.**

There are **4 parts** to this assignment:

* **Part 1: Observation**

**Throughout your time** in the classroom (actions may not occur in one day), observe your CE during these three SPECIFIC actions: A **Direct Instruction/Lecture lesson**, a **Small Group Instructional** time, and **Centers or Independent work.** Record the classroom management techniques you observe during each of these settings and create a template as seen on Black Board. Make sure to include **VERY** specific examples and even **DIRECT QUOTES** as related to classroom management.

* **Part 2: Analysis**

Using what you have learned about classroom management from class discussions and your textbook reflect on the observations recorded on the template. Include in your summary the answers to the questions on Blackboard.

* **Part 3: Marzano & Rating**

Select at least 4 of these elements and discuss how your CE was either successful or unsuccessful in achieving them. You can determine success the same way a principal would through previewing the I-Observation printouts provided in Black Board. Make sure to ONLY use the printouts that are specifically related to the 4 Elements you have chosen to discuss. Include specific examples from your observations from the three different lesson techniques.

* **Part 4: Reflection**

Provide an overall summary of your observations and critiques of your CE as related to the Design Questions and your observations. Think about the questions on Blackboard.

# Classroom Management Plan Analysis Assignment: Competency Assessment (CA)

# This assignment must be submitted as a hard copy in class and posted on *LiveText*.

The purpose of this assignment is to recognize the components of an effective classroom management plan and the methods used by the teacher to develop the plan. Generally, the plan includes the: organization of space, time and material; established procedures and routines; established rules; expected behaviors, consequences and reinforcement techniques. Use the format and questions provided in the ***Assignment*** section posted on Blackboard. ***Attach the assignment rubric.*** (FEAP: A.2.a & A.2.b).

***Due to privacy concerns, avoid using the name of your assigned clinical educator.***

There are **four** parts to this assignment:

* **Part 1:** Prepare a labeled sketch of the classroom where you are currently assigned for placement (include desks, bookcases, equipment, tables, etc.). Discuss with your clinical educator the reasons why the room is set up in this manner and how it facilitates the instructional goals established for the year.
* **Part 2:** Observe and discuss with your clinical educator, how he or she deals with classroom procedures and routines. Write a brief description, addressing each bulleted section on the assignment template. Explain how each of these procedures occurs in the classroom and if these procedures and routines help to accomplish the instructional goals in the classroom. Review the questions and format provided in the ***Assignment*** section posted on Blackboard.
* **Part 3:** Make a copy of your **currently assigned** clinical educator’s Classroom Discipline Plan. Compare these rules with those in other rooms you may have visited in earlier field placement experiences at an alternate grade level.

Describe how your **currently assigned** teacher established the Plan, enforces the rules, and provides positive reinforcements. Explain how the students respond to the Classroom Discipline (management) Plan.

* **Part 4:** Linkreflection linked to the COE Conceptual Framework, your professional growth, and the impact in the classroom.

(C-F: Students observe and practice effective classroom management to become more capable, ethical, and reflective decision-makers.) (ESOL: 3.2, 18.2 & 18.3) (FEAP: A.2a & A.2.b).

**Professional & Ethical Conduct, Attendance, and Meaningful Active Participation (20%):** Class participation includes regular attendance, arriving on time, preparedness, and active participation in classroom activities, discussions, and field experiences. You are expected to attend **all** class sessions and participate in large and small group activities. There will be a **4 point** deduction from your attendance and participation grade for each unexcused absence. There will be a **2 point** deduction for each unexcused tardiness or early departure.

### Outside commitments, problems, and responsibilities do not alter the requirements of this course. According to University policy *Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor.* Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities, as well as professional and ethical conduct in class. Students are not penalized for participating in religious holidays or University-approved activities. (C-F: Students gain information and experience to develop knowledge and skills to become capable, ethical reflective-decision makers) (ACEI: 5.1) (ESOL: 1.0) (FEAP: B1).

### Note: Since late arrivals can be disruptive or distracting for other students, it is at the instructor's discretion whether to admit late students into the classroom until a break occurs. *If you miss more than 20% of the course hours, you will automatically earn a grade of F.*

# Class and Practicum Classroom Assignments (20%): Content of quizzes and assignments will be related to effective teaching practices as evidenced in the Educator Accomplished Practices and the Florida Performance Measurement System, material from your textbooks and/or topics discussed in class. Complete all reading assignments and come to class prepared to discuss the information read in depth. Complete all homework and/or field assignments and turn them in on time. All written work should be proofread to avoid errors in spelling, grammar, and sentence structure. The instructor reserves the right to lower grades for work submitted late or work that has to be returned and resubmitted for grading. (C-F: Students gain knowledge and skills to become reflective decision-makers.) (FEAP: A 1, 2, 3, 4 & B 1, 2).

**Classroom Demonstration (25%):**

**Preprofessional Florida Educator Accomplished Practices (FEAPs):** In addition to class sessions, a one-day per week field experience in a public school is a requirement of this class.

Each student is assigned to an elementary school:

* Sites are determined through a cooperative agreement between the Department of Teaching and Learning and the school districts.

# Students must apply for security clearance through the school district office and be approved before they are assigned to a placement site.

* Field experience requires 90 hours (12 days x 7½ hours).
* Activities include, but are not limited to, enhancing classroom appearance, planning and presenting lessons, gathering materials for units, grading papers/recording grades, supervising (lunchroom, buses, etc.), attending faculty meetings, observing classes, assisting individual students, facilitating group learning, and attending professional development activities.

# Classroom Lesson Plans (35% average total for 3 lessons): Competency Assessment (CA)

# Lesson #3: This assignment must be submitted as a hard copy in class and posted on *LiveText*.

The purpose of this assignment is to learn how to research, develop, and implement lesson plans to teach to the children at your assigned field placement site. You will plan and teach **three** lessons, planned in conjunction with your classroom teacher: **one** in each the following subject areas: ***language arts***, ***math***, and **one** in **either** ***science*** **or *social studies***. Some form of technology (document camera, PowerPoint, ELMO device, etc.) should be included in part of at least one of the three lessons. **Lesson Plan 3A** (FEAP: CA for B.1.c) and **Lesson Plan 3B** (FEAP: CA for A.2.f, A.3.i & A.3.j).

The lessons should be part of the current classroom curriculum and align with the State Standards. Your lesson plans should follow the FAU Lesson Plan Format posted on Blackboard under the ***Assignments*** tab. Remember to ***attach the assignment rubric***. Each lesson plan should be turned in as a part of a **lesson plan packet** that includes accompanying materials:

* Student work or teacher samples (if applicable) Use ***students’ first names only***.
* The Clinical Educator’s observation evaluation of the lesson.
* Lesson Plan Self-Reflection (Use Self-Reflection questions posted on Blackboard).

(C-F: Students are capable of planning effective lessons and making informed instructional decisions based on self-assessment and reflective-decision making.) (ACEI: 3.1 & 5.2)

(ESOL: 4.2, 5.4, 6.2, 6.10, 12.1, 12.5, 13.3, 15.2, 17.1 & 18.1)

**Course Evaluation Method (minimum grade of “C” required to pass this course):**

* Professional & Ethical Conduct, Attendance, and Meaningful Active Participation **(20%)**
* Class and Practicum Classroom Assignments **(20%)**
* Classroom Demonstration: Practicum Experience **(25%)**
* Lesson Plans and Self-Reflection **(35%)**

**Reminder: In order to successfully pass this course, all *Competency Assessment* assignments must be passed at the *meets* or *exceeds expectations* level.**

**Grading Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Letter* | *Percent* | *Grade Pts* | *Letter* | *Percent* | *Grade Pts.* |
| A | 95-100 | = 4.00 | C | 75-78 | = 2.00 |
| A- | 92-94 | = 3.67 | C- | 72-74 | = 1.67 |
| B+ | 89-91 | = 3.33 | D+ | 68-71 | = 1.33 |
| B | 85-88 | = 3.00 | D | 65-67 | = 1.00 |
| B- | 82-84 | = 2.67 | D- | 62-64 | = 0.67 |
| C+ | 79-81 | = 2.33 | F | Below 62 |  |

**Grading Scale Applied to this course: Individual Rubrics for Assignments Available on BB**

|  |  |  |  |
| --- | --- | --- | --- |
| **In order to pass this course:** | **Exceeds**  **Expectations (E)**  **(3 points)** | **Meets**  **Expectations (M)**  **(2 points)** | **Does Not Meet Expectations (DNM)**  **(1 point)** |
| **You must earn an Exceeds (E) or Meets (M) Expectations on ALL criteria included in Competency Assessment (CA) Assignments as designated in the course syllabus.** | **A = 95% 🡪 100%**  **A- = 92% 🡪 94%**  **B+ = 89% 🡪 91%** | **B = 85% 🡪 88%**  **B- = 82% 🡪 84%**  **C+ = 79% 🡪 81%**  **C = 75% 🡪 78%** | **C- = 72% 🡪 74%**  **D+ = 68% 🡪 71%**  **D = 65% 🡪 67%**  **D- = 62% 🡪 64%**  **F = 0.00%** |

**Classroom Etiquette Policy: (late arrivals, unexcused absences, electronic devices)**

Final grades **will be** affected by late arrivals and unexcused absences. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities.

These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. Reasonable accommodation must also be made for students participating in a religious observance.

# Due to the highly interactive nature of this course use of cell phones is prohibited in class. This not only includes phone calls, but the checking of voice mail, texting, internet service and all other uses.

Use of lap tops during class is at the discretion of the instructor, unless it is documented as necessary by either the Office for Student Accessibility Services and/or a Medical Physician. In **all** cases, when allowed by the instructor, use is limited to note taking, connection to websites and materials specifically approved for course support, elaboration, or enhancement. Completing work for other classes, e-mailing, and accessing of social networking sites is specifically prohibited during class time.

**Policy on Student Responsibility Regarding Missed Work and Incompletes:** It is your responsibility to obtain missed course work due to absences, late arrivals, or early departures. It is to your advantage to develop ***study partners*** to cover for you in case you are unable to attend class. If possible, arrange ahead of time for a peer to collect handouts and notes when you know in advance that you will be missing class. Obtaining missing work should not be done during class meeting times. The grade of incomplete (“I”) is reserved for students who are passing the course but have not completed required course work because of exceptional circumstances.

# Grading of Late Assignments:

# All assignments are expected to be submitted on the date due as indicated in the course syllabus.

* If an assignment is submitted within 24 hours of the due date, there will be a deduction of ***half*** a letter grade.
* If an assignment is more than 24 hours late, but submitted by the **beginning** of the next class, there will be a deduction of a ***complete*** letter grade.
* If an assignment is not submitted before the next class, it will not be accepted and the grade will be a zero (0). However, late assignments earning a zero (0) must still be completed by the student and submitted to the instructor in order to demonstrate all required competencies.
* In the event that a field placement assignment is postponed by the Clinical Educator, **it is your responsibility to obtain a signed letter from your assigned Clinical Educator** stating the reason for the postponement and the revised due date the assignment can be completed in the field. This letter must be submitted to your FAU instructor. If this letter is **not** submitted, the policies stated above are put into effect. Other extenuating circumstances can be considered on a case-by-case basis at the discretion of the instructor. **All** extensions must be requested in writing and accompanied by appropriate documentation.

# Guidelines for Written Assignments:

* Grammar and spelling are very important components of your education. As a teacher, it is essential that you effectively communicate in writing to your principal, colleagues, parents, and students. The practice begins in your coursework and papers for this class. On each rubric you will see a section that is scored “1” point for well developed papers with proper grammar and correct spelling, and “0” zero points if these components are missing.
* In this course, if you earn ***more than two*** “0s” on submitted papers, you will be ***required*** to visit the FAU Writing Center and provide documentation from the Center to your class instructor indicating you have attended tutorial sessions.
* After attending tutorial sessions, if another paper is submitted and earns a zero (0), it will ***not*** be graded by your instructor. You will be ***expected*** to resubmit it with appropriate editing. The resubmitted paper will be graded in accordance with the **Grading of Late Assignments** policy (above) and points will be deducted until it is submitted correctly.

**Important Notification Pertaining to Meeting Requirements:**

* If a student receives a rating of “1” (Does Not Meet) on any indicator on the Clinical Educator Rating Scale (CERS) mid-term evaluation, the course Instructor will conference with the student to identify what additional steps need to be taken to help the student achieve a “2” (Meets Expectations) or a “3” (Exceeds Expectations).
* If a student in **EDG 3323 (ETP I)** receives a rating of "1" (Does Not Meet) on any indicator on the Clinical Educator Rating Scale (CERS) final evaluation, the student must complete a professional development plan, which includes a professional goal based on area(s) of concern, SMART objectives, and strategies to improve the area(s) of concern. The professional development plan ***must*** accompany the final evaluation. The professional development plan will be shared with the Coordinator of Effective Teaching Practices and the student’s **EDG** **3324 (ETP II)** Instructor. During the first two weeks of ETP II, the student will schedule an appointment with the ETP II Instructor to discuss the professional development plan and how to proceed with implementation of strategies to ensure improvement in the area(s) of concern.
* In addition to the mid-term/final evaluation, the FAU Instructor and the Clinical Educator (CE) will complete the form Ethics and Principles as an appendix to the mid-term and final evaluation forms. For the mid-term, the same rating that is used on the Lesson Observation Form, (M, M-, NM, NO), will be applied. For the mid-term, any ratings of NM by the CE or a “1” by the Instructor will require a Professional Development Plan for remediation. For the final, this form will be numerically scored by the CE and FAU Instructor (3, 2 or 1). The score will be added to the student’s final evaluation form as part of the 30% of the field experience.

# *This component is part of a Critical Assignment (B.2 Ethics). If a “1” rating is scored on any indicator for the FINAL, the student WILL NOT be able to pass the course.*

* If a student earns a final grade of “D” or “F” in the field component of this course, the highest grade he/she can receive for the class is a “C-“. Therefore, this course will have to be retaken.
* If a student earns a final grade of “D” or “F” in the course work component of this course, the highest grade she/he can receive for the class is a “C-“. Therefore, this course will have to be retaken.
* Students who do not pass EDG 3323 after two attempts will not be permitted to continue in the Elementary Education teacher preparation program.

**Dropping the Course:** If you must drop this course, please complete all necessary forms. Otherwise, the instructor is required to enter a grade of “F” for the course.

**Disability Policy Statement:**

*“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.”*

**Code of Academic Integrity Policy Statement:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations University Regulations at:* <http://fau.eduregulations/chapter4/4.001_Code_of_Acacemic_Integrity.pdf>.

**Use of Student Work:**

All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department.  For these purposes samples of students’ work are made available to those professionals conducting the review.  Student anonymity is assured under these circumstances.  If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.  Your cooperation is appreciated.

**Please Note: Due to the possibility of the implementation of new, required state standards, the Competency Assessments and rubrics within this course may change during the semester.  If changes are made, you will receive advance notification.**

**Bibliography:**

**Books**

Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator.* San Deigo, CA: Dave Burgess Consulting Inc.

Cangelosi, J. (2004). *Classroom management strategies: Gaining and maintaining students’*

*cooperation*. Hoboken, NJ: John Wiley & Sons.

Cross, L., Pullease, B. & Targoff, H. (2012). *Demonstrating the new Florida Educator Accomplished Practices: A practical guide for becoming an effective educator.* Boston, MA: Pearson Learning Solutions.

Darling-Hammond & Baratz-Snowden. (2005) *A good teacher in every classroom: Preparing the*

*highly qualified teachers our children deserve*. San Francisco, CA: Jossey-Bass.

Discussion Paper: *The Common Core State Standards and Teacher Preparation-The Role of Higher*

*Education.*  Association of Public Land-Grant Universities.

Eyler, J. (1999). *Where’s the learning in service-learning?* San Francisco, CA: Jossey-Bass. Evertson, C., Emmer, E. & Worsham, M. (2009). *Classroom management for elementary teachers*. *(9th ed.).* Boston, MA: Pearson, Allyn & Bacon.

Graham, P. (2007). *Schooling America: How the public schools meet the nation’s changing*

*needs.* Oxford University Press.

Howard, J. (2001). *Michigan journal of community service-learning: Service-learning course*

*design workbook.* University of Michigan: OCSL Press

Johnson, D. Johnson, R. & Holubec, E. (1998). *Cooperation in the classroom. (7th ed.).* Edina, MN: Interaction Books.

Kauchak, D., & Eggen, P. (2007). *Learning and teaching research-based methods.* Boston,

MA: Pearson.

Kuh, G., Kinzie, J., Schuh, J. & Whitt, E. (2005). *Student success in college: Creating conditions that matter.* San Francisco, CA: Jossey-Bass.

MacKenzie, R. & Atanzione, M. (2010*). Setting limits in the classroom: A Complete Guide to Effective Classroom Management with a School-wide Discipline Plan. (3rd ed.).* Roseville, CA: Prima Publishing.

Marzano, R., & Schmidt, R. (2015). *Revising knowledge: Classroom techniques to help students*

*examine their deeper understanding.* West Palm Beach, FL: Learning Sciences.

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works: Research- based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Palmer, P. (2007). *The courage to tech: Exploring the inner landscape of a teacher’s life. (10th ed.).*

San Franscisco, CA: Jossey-Bass.

Price, K. & Nelson, K. (2007). *Planning effective instruction: Diversity responsive methods*

*and management.* Belmont, CA: Thomson Wadsworth.

Rutherford, P. (2002). *Instruction for all students.* Alexandria, VA. Just Ask Publication.

Wandberg, R. & Rohwer, J. (2003). *Teaching to the standards of effective practice: A guide to becoming a successful teacher.* Boston: Allyn and Bacon.

Whitaker, T. (2004). *What great teachers do differently.* Larchmont, NY: Eye on Education.

Wiseman, D., Knight, S. & Cooner, D. (2005). *Becoming a teacher in a field-based setting.* Belmont, CA: Thomson Wadsworth.

**Journals**

*Educational Horizons*

*Florida Journal of Educational Leadership*

*Journal of Educational Research*

*Journal of Research in Childhood Eduction*

*Phi Delta Kappan*

*TESOL Journal*

*The Elementary Journal*

*Educational Leadership*

# Internet Sites

Classroom Management and Lesson Plan Sites at:

[www.teachers.net](http://www.teachers.net)

[www.disciplinehelp.com](http://www.disciplinehelp.com)

[www.ztozteacherstuff.com/tips/](http://www.ztozteacherstuff.com/tips/)

[www.teachertimesavers.com](http://www.teachertimesavers.com)

[www.teachernet.com](http://www.teachernet.com)

[www.technology/com](http://www.technology/com)

How to Write Learning Objectives [www.adprima.com](http://www.adprima.com)

Florida Standards Assessments (FSA) [www.cpalms.org](http://www.cpalms.org)

Teaching Strategies for Early Childhood [www.teachingstrategies.com](http://www.teachingstrategies.com)

**Search Engines**

Ask Jeeves <http://www.ask.com>

FireFox <http://www.ez-dowm;pad/cp,/lp/firefox/323>

Google Chrome <http://www.google.com/chrome>

HotBot <http://www.hotbot.com>

Lycos <http://lycos.com>

Safari <http://www.apple.com/safari>

Yahoo <http://www.yahoo.com>

**Organizations**

Association for Childhood Education International Elementary Education Guidelines (ACEI) <https://www.acei.org/sites/default/files/aceielementarysupportingexplanation.507.pdf>

Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>

International Reading Association (IRA) <http://www.reading.org>

National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/> National Education Association (NEA) <http://www.nea.org/>

Phi Delta Kappa <http://www.pdkintl.org>

TESOL International Organization <http://www.tESOL.org>

**Reports and Standards**

Florida Department of Education Instructional Resources

<http://www.fldoe.org/JustForTeachers/Instructional_Resources.asp>

# Just Read Florida <http://www.justreadflorida.org>