Instructor: Dr. Chris Roe
Message Phone: 209.467.5300
Office Hours: Tues/Thurs: 1:00 – 4:00
Email: croe@csustan.edu
Class time/date: Tues., 5:00 – 6:59
Location: Turlock
Office Phone: 209.467.5307
Office Location: Acacia 1083
Units: 3
Class Location: C-133

College of Education Mission
The mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College of Education is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

Our Vision
The professional preparation programs in the College of Education have a shared vision: to prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that are the foundation for our school-based preparation programs are high standards, academic rigor, and intellectual integrity. CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- Competent in their chosen areas,
- Able to integrate subject-matter content with pedagogy appropriate to their field of study,
- Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- Committed to self-assessment and reflection,
- Partners, educational advocated, and leaders at the school level and in the wider community, and
- Uses of technology that enhances teaching and learning.

Course Information

1. Course Description
This course presents methods of classroom organization and management. Furthermore, it presents the professional, legal, and ethical obligations of teachers. It prepares candidates to reflect on their own practice and set goals of professional growth for themselves that they will pursue after meeting requirements for the preliminary credential. The course also addresses practical aspects of working in a school, ways to prepare for the routine matters of schooling (Back to School Night, Open House, parent communication, etc.)
**Prerequisite:** Admission to the second semester of student teaching. Students must currently be in a student teaching or an intern position.

**II. Course Objectives**

Students in this class will learn:

1. To apply the child’s level of development to the drafting of an appropriate organization and management plan for the classroom. (Standard 11A; TPE 11)
2. How to implement a positive classroom discipline plan that nurtures the social and emotional development of students and that is sensitive to culturally different and/or special needs students. (Standard 11A, 12E, 14F; TPE 11)
3. How to get students to set high academic standards and its relationship to student behavior and achievement. (Standard 12C; TPE 11)
4. How to develop the professional perspective of teachers. (Standard 12A; TPE 12)
5. To identify the ethical and professional responsibilities of teachers. (Standard 6A, 12A TPE 12)
6. The legal obligations of teachers, including the rights of parents and students and the privacy rights. (Standard 6A, 10Ai; TPE 12)
7. How to effectively communicate with diverse parents, including the use of culturally sensitive approaches. (Standard 10Av; TPE 12)
8. To set high standards for their professional growth, and develop a professional growth plan that will accompany them to the Induction program. (Standard 4E, 6A; TPE 13)
9. To use technology for management means, including using printed material and email. (Standard 9D, 9E)
10. Ways and methods of operation to work effectively within the school system for basic school procedures. (TPE 12)
11. Resources to add to their portfolio including a personal résumé, philosophy, management plan and materials that advocate for children and their communities. (TPE 13)

**III. Textbook**


**IV. Grading**

*Course requirements and assignments*

All work must be turned in on time, typed, and be original. Credit will be given for all assignments that are completed in an acceptable manner. The quality of your work is essential as it will be placed in your portfolio to be seen by perspective school districts.

*Attendance:* Regular and punctual. Missing one class means missing much. This is a short class (7 weeks) and one absence is allowed. More than one will result in a grade of No Credit (NC).
Discussions: During class meetings, we will be sharing and discussing many issues. All members are asked to be respectful of one another’s opinions and experiences. Please be mindful not to dominate the conversation. While guest speakers are present, and during class time, no outside assignments will be worked on. Full attention and respect for classmates and guests is required.

Video lesson: Make arrangements to videotape yourself teaching one lesson during the next few weeks. Critique your experience and write up a reflection based on what you saw and did. If you would like my feedback, please ask. No more than 2 pages, double-spaced for the write up.

Observation: Arrange to visit a classroom of your choice. Write a reflection describing what it was you observed. Included in your reflection should be the following: date, time and place of the observation; how the room looked physically; how you felt about observing; what the rapport was like between students and teacher; classroom management style; posted rules and agenda; and any other pertinent information you’d like to include. No more than 2 pages, double-spaced for the write up. Interns: Write from the 3rd person perspective looking at your own room as an outsider.

Sponge Activities: Share 10 sponge activities (segues into other curricular areas or time fillers) with the class. You will be asked to share one of these with the class “live.” Bring these to class printed out for all students.

Portfolio: This will be a binder that is considered your final project. It will consist of:
• Philosophy of education
• Classroom management plan for primary and intermediate
• Cover letter
• Résumé
• 5 lesson plans (various lessons) with supervisor’s notes
• 3 letters of recommendation
• Photographs of your classroom work or projects
• Any other item that will highlight your experience in this phase

This is your chance to be creative and show future employers who you are. A portfolio can tell so much about a person and can set you apart from the others who are interviewing for the same position.

Grades: Points
Attendance 20
Discussions and sharing 20
Sponge Activities 10
Video lesson 15
 Observation 10
Portfolio 25

95 – 100 A 80 – 84 B-
90 – 94 A- 75 – 79 C
85 – 98 B 70 – 74 C- (Anything lower = no pass)
EDMS 4180

- Guest speakers when they commit:
  - Human Resources personnel to discuss application and interview process
  - Career Center Services from main campus for résumé and cover letter
  - Child Abuse Prevention personnel
  - Stockton Police Department for gang awareness
  - Credential Exit interview personnel

Weekly format:

**Week 1:**
- Introductions
- Course Overview
- Activity: Favorite/Worst Teacher
- Gallery walk: effective teacher
- Syllabus review
- Wong notes
- Classroom scenarios

**Week 2:**
- Discussion – Physical layout of classroom
- Ideal classroom design
- First day of school letter
- First day of school schedule
- Parent communication, conferences, etc.
- Wong notes
- Classroom scenarios

**Week 3:**
- Discussion – Classroom Management
- Where to begin?
- You set the standard:
  - Setting, climate, affective filter, greeting, consistency, expectations, rules, consequences, planning, organization, communication, MI, transition time, sponge activities, building community, respect, etc.
- Sharing of ideas
- Wong notes
- Classroom scenarios

**Week 4:**
- Discussion: Landing the right teaching job!
- Personnel administrators on hand for question/answer format and mock interviews.

**Week 5:**
- Discussion: Themes
- Gang Information
- Students and Poverty
- SST information
- Title I, Title VII, Title IX
- Wong notes
- Classroom scenarios

*Classroom observation due*

**Week 6:**
- Discussion – Credential Analyst
- Cristina Ponce
- Wong notes

*Video Lesson reflection due*

**Week 7:**
- Discussion – Ready, Set, TEACH!
- Closing out classroom
- What stays, what goes?
- Year around vs. traditional
- Cumulative files – what goes where?
- Assessments

*Portfolios due – no exceptions!*
- (They will be returned one week from now in my office)