



## Morehead State University,

Professional Education Unit Department of Early Childhood, Elementary, and Special Education

## CLASSROOM MANAGEMENT AND ASSESSMENT Course Syllabus PPN EDUC 482-001 Face to Face Spring 2011

Instructor: Kim Nettleton k.nettleton@moreheadstate.edu

OFFICE HOURS:

Monday: 8:00-9:00, 12:30-1:30 Office: 401 E Ginger Hall Tuesday: 8:00-10:00, 12:30-1:30 Fax: 783-5044

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And by appointment or just dropping by

## **COMMUNITY ENGAGEMENT: A LIGHT TO AND FROM THE MOUNTAINS**

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, research, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides our activities.

## Course Description (2-2-3); I, II.

*Prerequisite:* <u>EDEM 330</u>. Co-requisites: <u>SCI 490</u> and <u>EDEE 321</u> and TEP admission. Designed to provide assistance in establishing an organized, well managed classroom in grades P-9, and to develop an understanding of educational assessment terms and methods. Field experience in P-5 is an integral part of this course and is required.

Candidates will gain an understanding of the relationship among assessment, classroom environment, classroom learning behavior, and learning. The candidate will view several discipline models and determine which model coincides with their philosophy of education. The candidates will create a management plan for their classroom. Candidates will research and analyze formal and informal assessments with an emphasis on the State of Kentucky assessments. The Candidates will become familiar with assessment terms and usage.

**Prerequisites:** Admission to TEP. **Credit Hours:** 3

## Field Experience Hours: LEVEL III 180 combined hours with Sci 490/EDEE 321

The Field Experience is one of the most important activities in this course. Students are required to complete a *180 combined PPN hours*. Satisfactory completion of the field experience is required to pass the class. Failure to successfully complete and post your field experience hours will result in failing this course.

#### Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty first century skills need to make an optimal contribution to "whole" student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

## Student Learning Outcomes (SLO's):

The General goal of this course is to acquaint the candidate with methods and techniques for management and assessment of elementary and middle school classrooms. By the end of this course, the candidate will:

- 1. Study and research the principle concepts and implementation of seven models for positive classroom management.
- 2. Approach the discipline of students with a holistic approach that addresses student achievement, behavioral patterns, diversity, and the school as a community.
- 3. View the realism of the classroom through service learning field experience and discuss common issues and classroom observations with practitioners.
- 4. Demonstrate knowledge of assessment and discipline models in relationship to their values, beliefs, and teaching methods.
- 5. Analyze teacher and student action observed in a classroom and reflect on the various components of the discipline models and assessment practices.
- 6. Analyze and evaluate the purpose of various assessment practices used in classroom settings.
- 7. Conduct an assessment analysis.
- 8. Read, discuss, and write about various aspects of diversity in the classroom: Socio-economic, ethnicity, ESL, Exceptionalities, and gender.
- 9. Understand the teacher's role in situations where student abuse is suspected.
- 10. Synthesize understanding of the importance of values and beliefs and their influence on classroom management, assessment, and discipline models.
- 11. Develop an assessment plan that demonstrates understanding of assessment principles.
- 12. Understand the difference between objectives, instructional strategies, and assessment.

\*\*\* Explanation of assignments and their point values are explained in the following two tables.

## NCATE/EPSB Accreditation Alignment of CFO's and SLO's:

Aligned with →  Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE
Classroom Participation Activities (400) CFO: 1, 3, 9, 10 SLO: 4, 5	III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; VI: Technology; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life. Academic Expectation 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences	Diversity, Closing the Achievement Gap	(1) Candidate Knowledge, Skills, and Professional Dispositions (4) Diversity

Case Study Discussions (450)	I: Content Knowledge; VI: Technology; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	Diversity; Closing the Achievement Gap,	(1) Candidate Knowledge, Skills, and Professional Dispositions  (4) Diversity
Field Experience (250) CFO: 1 -5 SLO: 1-3, 5, 7, 8	I: Content Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching; VIII: Collaborates with Colleagues/Parents/ Others; IX: Evaluates teaching and implements professional development.	Candidates will use the current Kentucky program of studies to plan lessons.  AE 6.1: Candidates will develop skills in integration of curriculum in order to help students make connections.  AE 2.37: Students demonstrate skills and work habits that lead to success in future schooling and work.  AE 3: Candidates will learn how classroom management can aid students to become self sufficient.	Diversity, Assessment, Closing the Achievement Gap	(1) Candidate Knowledge, Skills, and Professional Dispositions  (3) Field Experiences and Clinical Practice  (4) Diversity
Reading Reflection (100) CFO: 1,3, 4 SLO: 8, 9	I: Content Knowledge; III: Creates/Maintains Learning Environment; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.2: Students make sense of the variety of materials they read. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. AE 3: Candidates will learn how classroom management can aid students to become self sufficient.	Diversity, Closing the Achievement Gap	(1) Candidate Knowledge, Skills, and Professional Dispositions  (4) Diversity
Assessment and objectives (50) CFO: 1, 3 SLO: 1, 4, 6	II: Plans Instruction; V: Assess and Communicates results	AE 2.37: Students demonstrate skills and work habits that lead to success in future schooling and work. AE 1.11: Students write	Closing the Achievement Gap	(1) Candidate Knowledge, Skills, and Professional Dispositions

First Day Brochure (100) CFO: 1, 3, 4	I: Content Knowledge; VI:	using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes  Learning Goal 5: Students shall develop their abilities to connect and integrate	Diversity, Closing the	(1) Candidate Knowledge,
SLO: 4, 9, 10	Technology;	experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	Achievement gap	Skills, and Professional Dispositions  (4) Diversity
Me and My Shadow (150) CFO: 4 SLO: 2 – 4	VII: Reflects and evaluates teaching VIII: Collaborates with Colleagues/Parents/ Others	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	Diversity, achievement gap	(4) Diversity
Classroom Management Plan (50) CFO: 1, 3, 4 SLO: 1, 4	I: Content Knowledge; VI: Technology; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	Diversity; Closing the Achievement Gap,	(1) Candidate Knowledge, Skills, and Professional Dispositions (4) Diversity
Curriculum Planning (100) CFO: 1,2,3,4 SLO: 1, 2, 10	Standard I: Content Knowledge; V: Assess and Communicates results	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from	Closing the Achievement Gap, Assessment	(1) Candidate Knowledge, Skills, and Professional Dispositions

Assessment Plan (50) CFO: 1, 2, 3, 4 SLO: 4, 5, 6, 10, 11	IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching; VIII: Collaborates with Colleagues/Parents/Ot hers; IX: Evaluates teaching and implements professional development.	all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.  AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.  Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.  AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	Closing the Achievement Gap, Assessment	(1) Candidate Knowledge, Skills, and Professional Dispositions (4) Diversity
Analysis Critical Performance (100)	Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates	Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously	Achievement Gap, Assessment	Knowledge, Skills, and Professional Dispositions  (4) Diversity

	teaching; VIII: Collaborates with Colleagues/Parents/Ot hers; IX: Evaluates teaching and implements professional development.	learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.  AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		
Exams (100) CFO: 1, 2, 4 SLO: 1-11	I: Content Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching; VIII: Collaborates with Colleagues/Parents/Ot hers; IX: Evaluates teaching and implements professional development	Learning Goal 5: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purpose.  AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	Diversity, Closing the Achievement Gap; Assessment	(1) Candidate Knowledge, Skills, and Professional Dispositions (4) Diversity

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			(1) Candidate
9	Students shall develop their	Closing the	Knowledge,
Instruction; III:	abilities to connect and	Achievement	Skills, and
Creates/Maintains	integrate experiences and	Gap;	Professional
Learning	new knowledge from all	Assessment	Dispositions
Environment; IV:	subject matter fields with		
Implements/Manages	what they have previously		(4) Diversity
Instruction; V: Assess	learned and build on past		
and Communicates	learning experiences to		
results; VI:	acquire new information		
Technology; VII:	through various media		
Reflects and evaluates	sources.		
teaching;	AE 1.11: Students write		
VIII: Collaborates with	using appropriate forms,		
Colleagues/Parents/Ot	conventions, and styles to		
hers;	communicate ideas and		
IX: Evaluates teaching	information to different		
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	Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching; VIII: Collaborates with Colleagues/Parents/Ot	Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching; VIII: Collaborates with Colleagues/Parents/Ot hers; IX: Evaluates teaching and implements professional  Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different purpose.	Knowledge; II: Plans Instruction; III: Creates/Maintains Learning Environment; IV: Implements/Manages Instruction; V: Assess and Communicates results; VI: Technology; VII: Reflects and evaluates teaching; VIII: Collaborates with Colleagues/Parents/Ot hers; IX: Evaluates teaching and implements professional development  Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.  AE 1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purpose.  AE 6.3: Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and

# Assignment Descriptions:

Program: Foundational	Classroom Management and Assessment EDUC 482
Assessment (point value)	Description
Class Participation (400 points)	Participation in class activities is an important part of learning. In-class and on-line activities will be grades through the participation grade. Many of the activities may also be carried out during the course of the field experience. The field experience is considered part of the class and candidates are expected to participate in a professional manner. ***Please read "Attendance Policy" below.
Case Study Discussion (450)	Candidates will be responsible for posting a case study and facilitating an online discussion of the case. Complete assignment details will be reviewed in class and posted on blackboard.
Field Experience (250)	The candidate will team with a mentor teacher in the public school. During the field experience, the candidate will engage in several management activities. Candidates will gather contextual data on the school and classroom and complete an assessment analysis while at the school. Complete assignment details will be handed out or posted on blackboard and reviewed in class. Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Tk20 accounts. Failure to do so will result in an "I" for the course.
Reading Reflections: (100)	Candidates will read <i>A Child Called It</i> and <i>Beautiful Child</i> . They are intended to provide the candidate with insights into classroom management models, philosophical issues, diversity, and abuse. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Assessment and Objectives (50)	Candidates will develop objectives, instructional strategies and appropriate assessment. Complete assignment details will be handed out and reviewed in class.
First Day Brochure (100)	Candidates will design a first day brochure that reflects their philosophy of education, values and beliefs, and discipline plan. Complete assignment details will be handed out or posted on blackboard and reviewed in class.
Me and My Shadow (150)	The candidate will shadow two staff members at the school for two hour. Full details will be handed out in class. Please refer to the rubric for the reflection.
Classroom Management Plan (50)	Candidates will develop their discipline plan, and their classroom procedures, integrating both a discipline model and their values. Complete assignment details will

	be handed out or posted on blackboard and reviewed in class.	
Assessment Analysis	During their field experience, Candidates will analyze an assessment. This assignment	
Critical Performance	is a critical performance that must be posted to TK20. Failure to complete this critical	
(100)	performance assignment will result in failing the course. Candidates will practice this	
	assignment in class before receiving assignment details. The rubric and details will be	
	handed out in class and posted on blackboard,	
Curriculum Planning (100)	Candidates will work collaboratively to develop an annual curriculum guide. The	
	guide should incorporate public school curriculum. Candidates will understand how	
	the curriculum may be impacted by the calendar. Complete assignment details will be	
	handed out or posted on blackboard and reviewed in class. Candidates will keep a	
	plan book for the entire semester. The plan book will be due each week at the	
	beginning of class. The weekly plan is worth 5 points.	
Assessment Plan (50)	Candidates will create an assessment plan to be used when they begin teaching. Th	
	plan should reflect a variety of data collection sources and integrate the candidates	
	values. Complete assignment details will be handed out or posted on blackboard and	
	reviewed in class.	
Exams (100)	The exams will apply to course lectures, Field Experiences, readings, presentations,	
	films, speakers, and activities. They will be cumulative.	
Final Exam (100)	The final exam will apply to course lectures, Field Experiences, presentations, films,	
	speakers, readings, and activities. It is comprehensive, cumulative final.	

## **Grading Scale**

A: 2000-1800 points

B: 1799 –1600 points

C: 1599 - 1400 points

D: 1399 - 1200 points

E: 1199 - 0 points

## Required Text Books

Edwards, Clifford H. (2000). *Classroom Discipline and Management and Assessment*. Special Edition Pelzer, David (1995). *A Child Called It*.

Hayden, Tory (1989). Beautiful Child. Bantam. New York

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of "E". Your account may either be purchased at <a href="https://payment.tk20.com/ctpayment/options\_menu.do">https://payment.tk20.com/ctpayment/options\_menu.do</a> or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at <a href="tk20help@moreheadstate.edu">tk20help@moreheadstate.edu</a>.)

#### Course Evaluations:

The candidate's course evaluation will be determined by in- class and out -of class assignments, to include: lesson plans / reflections, quizzes, projects, research, and exams. The course evaluation is based upon 2,500 points. All assignments are due on the date assigned. Please read and understand the attendance policy. Late assignments will receive a 20% reduction in score for *each week* it is late. Please do not email assignments. Hand in a hard copy at the

beginning of class or post at the appropriate site on Blackboard.

NOTICE: Your field experience hours and the critical performance must be posted on TK-20 by the appropriate date or you will receive an incomplete for this class. Failure to successfully complete your field experience hours will result in failing this course,

#### Attendance Policy:

Attendance at all class sessions is expected. Illness, death in the family, and participation in authorized university related trips (let me know as far in advance as possible) constitute excused absences. It is the responsibility of the candidate to contact the instructor and the mentor teacher as soon as possible when a candidate is going to be absent. Online participation is required and candidates must meet posted deadlines or they will be marked as absent. It is the responsibility of the candidate to secure information presented in class and to make up any experiences missed. Absences on days scheduled for field experience must be made up. Every week, the mix of online activities and classroom participation is worth 75 points: 50 for class and 25 for the online portion. If the candidate is tardy or leaves early, no points will be given for the class. *Sleeping in class is considered non-attendance*.

#### Field Experience Attendance:

Professional attitudes are required for the Field Experience. Candidates will sign in/out at the office. No points will be given for unexcused absences. I will deduct 5 points if you are tardy to your field experience or leave early.

## **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <a href="http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html">http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html</a>

#### Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, <a href="https://www.moreheadstate.edu/acs/">www.moreheadstate.edu/acs/</a> Students should contact the instructor by the second week of class if accommodations are needed.

#### Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <a href="http://www.moreheadstate.edu/emergency">http://www.moreheadstate.edu/emergency</a>

## Resources:

- Teacher education program policies handbook: http://www.moreheadst.edu/colleges/education/esu/tephandbook2009.pdf
- Blackboard: <a href="http://online.moreheadstate.edu">http://online.moreheadstate.edu</a>
- Conceptual Framework for Teacher Education at MSU: http://www.msucoe.org
- Kentucky Department of Education: http://www.kde.state.ky.us
- Education Resources Information Center-ERIC: http://eric.syr.edu

## **Bibliography**

Campbell, L & B. & Dickinson, D. (2004). *Teaching and learning through multiple intelligences*. Boston: Pearson Education Inc.

Cangelosi, J.S. (1992). Systemic teaching strategies. White Plains: Longman.

Charles, C.M. (1996). *The Canter model: Discipline through assertively managing behavior, building classroom discipline* (5<sup>th</sup> ed.). White Plains: Longman.

Funk, D. & Fay J. (1995). Teaching with love and logic. Golden: The Love and Logic Press Inc.

Gordon, T. (1974). *T.E.T. Teacher effectiveness training: For the classroom and Home*. New York: Peter Wyden.

Holcomb, E.L. (1996). Asking the right questions. Thousand Oaks: Corwin Press Inc.

Hymes, D.L. (1993). *Making sense of testing and assessment*. Arlington: American Association of School Administrators.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria: Association for Supervision and Curriculum Development.

Landau, B.M. (2004). The art of classroom management. Upper Saddle River: Pearson Education, Inc.

Leman, K. (1985). The birth order book. New York: Dell Publishing Co.

Martin, G. & Pear, J. (1996). *Behavior modification: What it is and how to do it.* New Jersey: Prentice Hall.

## **Field Experience Information**

#### What to Wear:

Students are to wear nametags during all observations. Dress conservatively and professionally. Your appearance should not call attention to yourself or distract the students in the classroom.

#### How to Get There:

Students are expected to arrange their own transportation to and from observations. If a student cannot make such arrangements, he/she indicate such on the schedule card that is submitted to the office of clinical and field experiences.

#### Where to Park:

Do not take parking places close to school buildings that might be designated for staff or special guests. Park on the far side of the parking lot and walk.

#### Where to Check In:

Always check in at the school's central office before going to the classroom for observation

#### Who to Tell:

Any information or impression of the school or teacher you observe is confidential. While we may discuss your experiences in class, and you will be writing about them, please refrain from discussing them outside of class.

#### How to Act:

Students are to follow the routine established by the classroom teacher for the class. Also, students are expected to follow procedures established for other students at the school, i.e. fire drills, assemblies, etc. The teacher's first priority is to their students in their classrooms. While you will find most teachers very cooperative and willing to help, your presence is not their primary responsibility. Enter your activities as smoothly and inconspicuously as possible. Please keep the appointment that has been scheduled. Also, it is very important that you be on time for your scheduled observation. Be there at the designated time and do not leave before the scheduled time.

## Where to Get Help:

Should you have a problem that cannot be worked out with your cooperating teacher, please contact me or the Office of Clinical and Field Experiences in Ginger Hall.

#### What to Remember:

You are a guest in the school. Our field experience program depends upon your success.

## CLASS SCHEDULE EDUC 482 PPM M/W

Students are expected to have the chapters listed under topic read before they come to class.

Date	Topic	Assignment	
January 19	Introduction to Course, First Days of	Begin Reading: A Child Called It	
·	School/Values/Beliefs/Diversity, Payment Deadlines/WONG 1	A Child Called It Due: February 14	
January 24	Field Experience Introduction	Me and My Shadow and Field Experience	
<b>.</b>	Wong 2/Discussion/ Me and My Shadow	Logs Due: April 19	
January 26	Full Day Field Experience Begins		
January 31	Rubrics/ Assessment Terms: Chapter 6/	Planning: DUE Feb 7	
,	Bring Syllabi to class/Case Study		
February 2	Field Experience		
February 7	Assessment Analysis: Chapter 13 / Wong 3	Planning Due	
•		Assessment Analysis Due: April 4	
February 9	Field Experience Case Study # 1		
February 14	Discussion: A Child Called It	Book Reflection Due: A Child Called It	
	Diversity in the classroom & Cultural	Begin Reading: Beautiful Child,	
	Differences/Poverty,	Reflection Activity Due: April 11	
February 16	Field Experience Case Study # 2		
February 21	Assessment Chapter: 9, Feedback, Finish Chap. 13/	Assessment Plan: Due Feb 28	
February 23	Field Experience Case Study # 3	Mid Term Evaluation Due	
February 28	Assessment/Objectives/ and Instructional	Assessment Plan Due	
,	strategies/Rubric construction		
March 2	Field Experience: CHAMPS Case Study # 4		
March 7	EXAM I: Assessment, Poverty	Classroom Management Plan: Due March 14	
	Managing a Classroom, A Child Called It		
March 9	Field Experience Case Study # 5		
March 14	Small groups and differentiated Instruction/ Transitions	Classroom Management Plan Due	
March 16	Field Experience Case Study # 6		
March 28	Wong 4/Assertive Discipline		
March 30	Field Experience Case Study # 7		
April 4	Wong 5/ Judicious Discipline	Assessment Analysis Due	
April 6	Field Experience	·	
April 11	Beautiful Child Discussion /TET	Book Reflection Activity: Beautiful Child Due	
April 13	Field Experience		
April 18	Wong 6 /Logical Consequences /Judicious Discipline /First Day Brochure	First Day Brochure Due: May 2	
April 20	Field Experience		
April 25	Discipline with Dignity/ Power Teaching/	Field Experience Log Due	
F	Wong 7 Differentiated Instruction	Me and My Shadow Due and Final evaluation Due	
April 27	Field Experience		
May 2	Wong 8/Summation Teaching/ Reality	First Day Brochure Due	
•	Therapy/Choice Therapy		
May 4	Final Field Experience		
May 12	Final Exam 10:15-12:15		