

ASU College of Education – Teacher Education Department
ED 4315 The Elementary School: Organization and Management
Course Syllabus – Fall 2009

Professor: Dr. Donna Gee

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Office Hours: M,W 11:00 -12:00 & 1:15-2:15 T, Th, F 10:30-12:30

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ED 4315 The Elementary School: Organization and Management
W - 3:00-5:00 p.m., CARR 101

Course Description: The organization and management of the elementary school, district classroom management policies, policies on the assessment of teachers, and legal and ethical aspects of teaching will be studied. A minimum of twenty-five clock-hours of field experience in an accredited elementary classroom is required. Concurrent registration in Ed 4317 and student teaching is required. This is a web-blended course.

Required Texts:

Curwin, R. L., Mender, A. N. & Mendler, B. D. (2008) *Discipline with dignity*. (3rd edition). Alexandria, VA: Association for Supervision & Curriculum Development.

Kronowitz, E. L. (2008). *The teacher's guide to success*. Boston, MA: Pearson.

It is recommended student acquire and read both textbooks prior to the beginning of the semester. Online assignments and discussions will be posted weekly throughout the semester.

Course Goals: Bridge the gap between undergraduate theory and information in education classes to the teaching practicum in the classroom. Support transition from being the student to a professional in the education field.

TExES Competencies/Standards: The period of student teaching is critical in the development of understandings and practices of all the Competencies and Standards of a professional educator. Many of the competencies are acquired and refined; however, Education 4315 particularly addresses the following:

Standard II. * The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.1 the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2 the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3 ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 2.6 how classroom routines and procedures affect student learning and achievement;
- 2.9 procedures for managing transitions from one activity or lesson to another;

- 2.10 routines and procedures for managing and using materials, supplies, and technology
- 2.13 theories and techniques relating to managing and monitoring student behavior;
- 2.16 the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.18 appropriate responses to a variety of student behaviors and misbehaviors.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. The beginning teacher knows and understands:

- 4.1 the importance of families' involvement in their children's education; and
- 4.2 appropriate ways for working and communicating effectively with families in varied contexts.
- 4.7 the various ways in which teachers may contribute to their school and district;
- 4.9 the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10 the importance of documenting self-assessments;
- 4.12 the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

IDEA Information:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Methods of Instruction: The method of instruction will be discussion, videos, reflections, on-line discussion board, and guest speakers.

Course Requirements: Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU email on a regular basis each week. Students are expected to attend class, fully participate and complete reading assignments each week as scheduled.

Student must access BLACKBOARD and the ASU website on a daily basis for electronic posting of syllabus, assignments, announcements, grading information, participation and discussion, etc. Students are to download required documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

All written assignments, presentations media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association publication Manual (APA Manual) which is available at the ASU library, at the bookstore or on-line at www.apa.org.

Attendance Policy: Students are expected to be in class on time and to attend each scheduled class. Attendance is mandatory for the entire semester. Students should notify the professor by email or voice message if they miss class. Points are deducted for absences unless under extreme situations as determined by the instructional team. Students are to make up work immediately after absence. Late work will not be accepted

unless under extreme situations which are determined by the professor. Students are to send assignments via ASU email or the Digital Drop Box on BLACKBOARD to meet deadlines and avoid late penalty.

Assignments: See BLACKBOARD for assignment information.

Student (Candidate) Learning Outcomes	Assessment Activity/Task
Knows how to create a positive classroom climate for learning equity and excellence	Classroom management videos; <i>Discipline with Dignity</i> chapters 1-8 & 10; <i>The Teacher's Guide to Success</i> chapters 4, 5, 8, 9, 11-13 & Units 4 & 6; Discussion board postings
Participates in self assessment and reflection to enhance teaching effectiveness	<i>The Teacher's Guide to Success</i> Unit 6; Discussion Board postings;
Understands the roles and responsibilities of teachers	Resume & cover letter; presentation from principal; Discussion board postings; <i>Discipline with Dignity</i> Chapters 1-8 & 10; <i>The Teacher's Guide to Success</i> Unit 4 & chapters 34 & 37

Course Evaluation and Grading:

Discussion board postings/participation:	90%	A = 90-100 points
Resume/cover letter	10%	B = 80 – 89 points
	100%	C = 70 – 79 points
		D = 60 – 69 points
		F = 0 = 59 points

Persons Seeking Accommodations: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print version and web version of the *Student Handbook*. *Plagiarism or the use of Internet Web, etc, prepared papers are strictly forbidden! Faculty utilizes Internet search links that assist in identifying plagiarized materials.*

College of Education Cell Phone/Electric Paging Device Policy: Cell phones, pagers and other electronic devices are to be turned off during class time.

Class Schedule

Date	Topic
August 26	Introduction and Video – Part 1
September 9	Video – Part 11
October 14	Career Development/Resumes
November 11	Job Hunting/Interviews
December 2	Motivational speaker –IDEA Evaluation - Reception

Web Sites:

<http://blackboard.angelo.edu> BLACKBOARD access at Angelo State University www.tea.state.tx.us
Texas Education Agency

<https://secure.sbec.state.tx.us/sbeonline/virtcert.asp> State Board for Educator Certification (Texas)

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/> TExES preparations
manuals and lists of competencies for state testing