

Sul Ross State University Rio Grande College

ED 3309--Early Childhood Education Methods and Classroom Management Education;

ED 6312—Advanced Studies in Early Childhood Methods and Classroom Management

Spring 2016--Dr. Tim Wilson

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Text: Gonzales-Mena, Janet. (2011) Foundations of Early Childhood Education Teaching Children in a Diverse Setting 5th Edition. McGraw Hill (or newest edition).

Course Goals:

This course addresses the following goals:

1. The goal of this course is to prepare teacher education students for effective teaching in a changing world through preparation and investigation of issues relating to general education, pedagogical content which is developmentally appropriate, and problem solving skills to ensure effective classroom management.
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence utilizing pedagogical instruction strategies and classroom management techniques which provide differentiated instruction for individual students.
3. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
4. The teacher uses technology and related terms, identifies search strategies, and to promote individual and group work that promote problem solving skills applicable in the educational setting.

Educator Preparation Standards Addressed:

EDUC 3309 has been carefully correlated utilizing course content and the Texas State Board of Educator Certification (SPEC). TExES examinations, which are required for Texas Teacher Certification, reflect the standards of this course.

Sub-standards that are to be met in this course specify knowledge, application, and dispositions needed by those desiring to educate EC-8 students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. These constructs are crucial for the instruction of young children in Texas Public Schools and in assessments. Thus, knowledge of the TEKS by the teacher education students is an expectation for teacher education students.

Standards for this course found in this document in the TExES Standards section and in the course outline. A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and the TExES Standards for the Generalists EC-6 exam are found on the State Board for Educator Certification web site, www.tea.state.tx.us.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC-12</i></p> <p>Content and Pedagogy</p> <p>The beginning teacher knows and understands:</p>		
<p>1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry and key issues:</p>	<p>1.8s demonstrate awareness of common student misconceptions or likely sources of important prerequisite relationships;</p>	<p>Students will observe different methods of classroom management and compare them to the content present in the course in a document.</p>
<p>Designing Coherent Instruction</p> <p>The beginning teacher knows and understands:</p>		
<p>1.23k the benefits of designing instruction that integrates content across disciplines;</p>	<p>1.23s provide students with opportunities to explore content from many perspectives.</p>	<p>Students will discuss the concept of integrating the curriculum in a daily assignment correlated with the text.</p>

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

<p>Teachers knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC-12</i></p>		
<p>Managing Classroom Procedures</p> <p>The beginning teacher knows and understands:</p>		
<p>2.6k how to use constructive classroom routines and procedures affect student learning and achievement;</p>	<p>2.6s establish classroom rules and procedures to promote an organized and productive learning environment;</p>	<p>Students will present in their daily assignments and also in a document from the Field Experience reaction to classroom management in the classroom.</p>
<p>2.7k how to organize student groups to facilitate cooperation and productivity;</p>	<p>2.7s organize and manage groups to ensure that students work together cooperatively and productively;</p>	<p>Students will discuss the use of different group organization of groups in their daily assignments.</p>

2.8k the importance of time management for effective classroom functioning;	2.8s schedule activities and manage class time in ways that maximize student learning;	Students will address the issue of time management in their daily assignments.
2.9k procedures for managing transitions;	2.9s manage transitions to maximize instructional time;	Students will observe the procedures for transitions in the classroom during their field experience. Further, their daily assignments will provide an opportunity to discuss classroom transitions.
2.10k routines and procedures for managing and using materials, supplies, and technology;	2.10s implement routines and procedures for the effective management of materials, supplies, and technology;	Students will observe the procedures for managing the use materials and technology in field experience. Further, their daily assignments will provide an opportunity to discuss classroom transitions.
2.11k noninstructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and	2.11s coordinate the performance of noninstructional duties with instructional activities;	Students will observe the procedures for noninstructional duties during their field experience.
2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teacher, in accordance with district policies and procedures.	2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and	Students will observe the role of paraprofessionals and all other adults within the classroom setting. They will obtain a districts policy manual to ascertain adherence to their policies.
Teachers knowledge: What Teachers Know		
<i>Teachers of Students in Grades EC-12</i>		
Managing Student Behavior		
The beginning teacher knows and understands;		
2.13k theories and techniques relating to managing and monitoring student behavior;	2.13s use volunteers and paraprofessionals to enhance and enrich instruction and evaluate their effectiveness.	Students will observe the role of paraprofessionals and all other adults within the classroom setting to analyze effective instruction.
2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;	2.15s consistently enforce standards and expectations for student behavior and ethical work habits;	Students will observe the consistency of teacher's expectations and student behavior in their field experience. They will react to the field experience along with their daily lessons in a

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2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;	2.16s encourage students to maintain ethical work standards and monitor their own behavior; and	Students will observe the ethical work and standards in the school setting. Further, their coursework daily assignments will present opportunity to react to these standards.
2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and	2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors	Students will observe the ethical work and standards in the school setting. Further, their coursework daily assignments will present opportunity to react to these standards.
2.18k appropriate responses to a variety of student behaviors and misbehaviors.	2.18s organize the physical environment to facilitate learning	Students will observe the procedures for transitions in the classroom during their field experience. Further, their daily assignments will provide an opportunity to discuss classroom transitions.
Teachers knowledge: What Teachers Know <i>Teachers of Students in Grades EC-12</i>		
Maintaining a Physical and Emotional Environment that is a Safe and Productive The beginning teacher knows and understands;		
2.19k features and characteristics of physical spaces that are safe and productive for learning;	2.19s create a safe and inclusive classroom environment;	Students will observe the classroom environment and compare what they are seeing with what their course work presents. They will discuss their opinions of the observed and described classroom environment in a document where they describe and illustrate their desired classroom environment.
2.20k the benefits and limitations of various arrangements of furniture in the classroom;	2.20s use effective strategies for creating and maintaining a positive classroom environment; and	Students will observe the effectiveness of the classroom management and describe the positive effectiveness in a document from their field experience position papers.

<p>2.21k procedures for ensuring safety in the classroom; 2.22k physical accessibility as a potential issue in student learning; and 2.23k students' emotional needs and ways to address needs.</p>	<p>2.21s respect students' rights and dignity.</p>	<p>Students have assignments in their daily work to address the importance of the respect of students and their rights and dignity.</p>
<p><i>Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.</i></p>		
<p>Teachers knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC-12 (continued)</i></p>		
<p>Providing Feedback to Students The beginning teacher knows and understands:</p>		
<p>3.14k how to use constructive feedback to guide each student's learning.</p>	<p>3.14s encourage students' self-motivation and active engagement in learning.</p>	<p>Through their daily assignments, students will be presented with ways to help students become self motivating and self engaged in the learning process.</p>

**Course Schedule and
Daily Assignments for EDUC 3309/6312**

Text: Gonzales-Mena, Janet. (2011) Foundations of Early Childhood Education Teaching Children in a Diverse Setting 5th Edition. McGraw Hill

The e-mail address for **all the assignments for this class** is ed3309@gmail.com. If you need to contact me to discuss any issue with me, please use the Sul Ross Account which is twilson@sulross.edu.

January 20

Required class attendance as this is the only time we will meet as a class to discuss how the class will be conducted. I will go over the directions for the class at 9:30 am on this date. Work out any conflicts you might have and attend this class. Failure to attend this class will result in a deduction of 10 points from the daily assignment portion of your grade.

Week of January 20

Chapter 1—Define all terms on Terms to Know on page 36 of the text. Complete the Chapter 1 Vocabulary Quiz on blackboard. Go to the N.A.E.Y.C. website, Position Statements: Code of Ethical Conduct and Statement of Commitment (http://www.naeyc.org/positionstatements/ethical_conduct) and provide 5 points found in this document. Answer Reflection Question 3 on page 36 of the text.

Week of January 25

Chapter 2—Define all terms on Terms to Know on page 61. Go to the website for RIE (<https://www.rie.org/>) and discuss what the program offers. Reflection Questions #3 and #4 on page 60 of the text.

Week of February 1

Chapter 3—Define all the terms on Terms to Know on page 85. Complete Chapter 2 and 3 Vocabulary Quiz on blackboard. Go to the N.A.E.Y.C. website, Position Statements: Where We Stand (<http://www.naeyc.org/positionstatements>) and read the Position Statement on Early Learning Standards and provide 5 points. Reflection Questions # 1 and 5 on pages 85-86 in the text.

Week of February 8

Chapter 4—Define the terms on Terms to Know on page 119. Complete Chapter 4 Vocabulary Quiz on blackboard. Go the NAEYC. website, (<http://www.naeyc.org/event/big-body-play>) Q & A with author of Big Body Play—focus on gender and play and state three things presented in this section. Reflection Questions #1, #4, & #5 page 118-119 in the text.

Week of February 15

Chapter 5—Define the terms on Terms to Know on page 148. Do to the N.A.E.Y.C. website, Position Statements: Child Abuse The Complete Position Paper (<http://www.naeyc.org/positionstatements/prevention>) and list 5 points that were of interest. Reflection Questions # 2, #4, #6.

Week of February 22

Chapter 6—Define the terms on Terms to Know on page 179. Go to the N.A.E.Y.C. website, Position Statements: Violence (<http://www.naeyc.org/positionstatements>) and list 5 points of interest. Reflection Questions #5, # 8 #9.

Week of February 29

Chapter 7— Define Terms to Know on page 209. Complete Chapter 5 and 6 and 7 Vocabulary Quiz on blackboard. Go to the N.A.E.Y.C. website, Position Statements: Standards for Professional Preparation (<http://www.naeyc.org/positionstatements>) and list 5 points of interest. Reflection Questions #2, #4, #5 on page 208. Complete Vocabulary Quiz 1 and Mid-Term Crossword Puzzle on blackboard.

March 7

Test 1 over Chapters 1-7 due

Week of March 21

Chapter 8—Define the Terms to Know on page 248. Go to the N.A.E.Y.C. website, Position Statements: Curriculum, Assessment, and Program Effectiveness and list 5 points of interest. Reflection Questions #1 and #2.

Week of March 28

Chapter 9—Define the Terms to Know on page 272. Complete Vocabulary Quiz Chapter 8 and 9 on blackboard. Go to N.A.E.Y.C. website, Position Statements: Developmentally Appropriate Practice (<http://www.naeyc.org/positionstatements>). Write a reaction paper which discusses the definition of Developmentally Appropriate Practice. Reflection Questions # 4, #5, and #7.

Week of April 4

Chapter 10—Define the Terms to Know on page 302. Go to N.A.E.Y.C. website, Position Statements: Curricular Assessment and Program Effectiveness (<http://www.naeyc.org/positionstatements>) and list 5 positions on good curriculum in early childhood programs. Reflection Questions #1, # 6 and #7.

Chapter 11—Define the Terms to Know on page 330. Complete Vocabulary Quiz Chapter 10 and 11 on blackboard. Go to the WEB—N.A.E.Y.C. website, Position Statements: Early Learning Standards (<http://www.naeyc.org/positionstatements>) and list 5 points of interest. Reflection Questions #3, #5 and #6.

Field Experience Forms are due with summaries of your experiences**Week of April 11**

Chapter 12—Define the Terms to Know on page 359. Complete Vocabulary Quiz Chapter 12 on blackboard. Go to N.A.E.Y.C. website, Position Statements: Screening and Assessment of Young English Language Learners <http://www.naeyc.org/positionstatements>) and describe the role of assessment in two paragraphs. Reflection Questions #3, # 4 and #5.

Week of April 18

Chapter 13—Define the Terms to Know on page 392. In two paragraphs, define emergent literacy. In two paragraphs address the role of invented spelling. Reflection Questions # 1, #2, #3, and #6.

Week of April 25

Chapter 14—Define the Terms to Know on page 419. Complete Vocabulary Quiz Chapter 13 and 14. Go to N.A.E.Y.C. website, Position Statements: Mathematics and Early Childhood Mathematics (<http://www.naeyc.org/positionstatements>). List 5 points of interest for each position statement. Reflection Questions #1, #2 and #3.

Practice PPR Test due**Week of May 2**

Chapter 15—Define the Terms to Know on page 442. Complete Vocabulary Quiz 2. Reflection Questions # 1, #2, #3, and #4.

May 9

Final Exam over Chapters 8-15

Field Experience

You will be required to conduct 5 hours of field observations. There is a form to accompany the field experience provided to you. You must arrange these observations with an administrator of the institution or agency in which you will conduct the observation prior to the actual observations. Do whatever that institution requires for you to observe. Dress as a professional; conduct yourself in a professional manner. Make sure your form is signed by the person in charge of the agency and has the time you began your observation and the time the observation ended. You are there to learn from the experience, you are not there to tell the professionals how they could better do their job. You may tell me that, not them. Failure to do field observations will drop your final grade by one letter grade. TURN off YOUR CELL PHONES, any report that you were using a cell phone during this field experience will result in no credit for the field experience hours. Field experience forms are due on April 8th. You may scan the forms and e-mail them to me, or send them through campus mail. There will be NO EXCEPTIONS.

Your field experience will include an attached typed summary of your observations which incorporates content from your text. The grade for each of these assignments will be added to your class that is on the companion website. They include:

1. Sketch observed room arrangement and analyze the impact on the learning environment.
2. Observe the approaches for classroom management in your observations, and compare them to materials and activities from the course.
3. Relate the classroom environment both physically and emotionally to the concept of Developmental Appropriate Practice.
4. Describe the difference between Rules and Procedures to help learning occur in the observed class setting.
5. Provide a sketch of computer generated picture of what you would consider to the ideal classroom setting. Also, what are the rules you would use in the ideal classroom setting.

Practice TExES PPR

Further, you are required to take the practice tests for the PPR PreK-6th. The TExES study guide for Pedagogy and Professional Responsibilities EC-12 Tests located on this web site: <http://www.sbec.state.tx.us>. There is also a good Study Guide found on black board. Failure to do this will result your final grade being lowered by 10 points. This must be completed by April 29th.

You may take the practice test at your individual site, or you may take a paper/pencil test in Uvalde.

There is a website that is provided that will tutor you in the PPR and provide a certificate to verify that you have completed the tutorial. This site is: <https://pact.tarleton.edu/TCERT/>. The site requires you to sign up for the free service with a user name and a password. To obtain a TEA ID, which is required to get the user name and password, go to the TEAL website where there is a link to get one. An account with TEA must be acquired before you are able to take the real TExES tests, so many of you may already have this ID. If you do not have the ID, now is a good time to get one. The PPR practice tests must be taken on or before April 29th.

*****For those students who pass the practice PPR, and take and pass the TExES PPR K-12 Test, you will receive an A in the class provided you have met all the other class requirements.

Classroom Management Policies

Course Requirements: The learner will demonstrate mastery of the objectives through:

1. Class Attendance and Daily Assignment--Class will meet on January 20th at 9:30 am to discuss the organization of the class. Further, we will discuss the daily work assignment portion of your grade. The total Class Attendance and Daily Assignment portion of your grade will be 1/3.

Daily attendance is further considered with the promptness with which you turn in your daily assignments. Unless otherwise stated, the assignments that are assigned for **The Week of Month** date is due on the Friday of that week by 1:00 pm. Late work will not be accepted. If your work is not in on time, then you did not participate in the class for that week. Even though you are working at your own pace on your own time for the bulk of the completions of the assignments, they must be turned in on the designated date to receive credit and 'attendance' consideration.

Each of the 2 major tests are worth 100 points the average of which will count for 2/3 two-thirds of your final grade.

Questions or Concerns

Please, direct all questions and concerns regarding course content. You are able to keep up with your course process as you have access to your scores on all activities through Connect. Also, if you have any technical support questions; direct those to the help desk that is provided with your text and Connect.

Any other questions feel free to contact me via e-mail or telephone. I also welcome you to visit with me in my office. It's best to contact me first so I'll have set aside the time and collect the materials or research the answers for your concerns.

Disability Accommodations

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Academic Honesty

The decision to become a teacher is an important decision. With this decision come many responsibilities and expectations for students. Teachers expect students to be honest, complete learning activities and evaluations to best provide the teacher assessments of learner's knowledge to further plan course content and future activities. Please comport your personal activity in this course in a manner that you will someday expect of your students. My goal is that the mastery of material is personalized so that when a situation or concepts come up as a teacher of children, you have the background and knowledge to best help your student. Using another student's work or knowledge base will not prepare you for your vocation. Comport yourselves in a manner that you will be able to have expectations of your students, that you yourself have used. Any grade or information that calls into question a disregard for academic honesty will result in your dismissal from the class.

Sexual Harassment

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

Drop/Add Withdraw

The student's responsibilities include making sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

Course Evaluation

Instruction as well as student performance is subject to evaluation. Procedures may be instituted for this purpose near the end of this course.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor can occur. Students will be informed of any occurrences that will cause syllabus changes.

Grading Scale

A= a grade from 90 to 100

B= a grade from 80 to 89

C= a grade from 70 to 89

Those seeking Teacher Certification cannot make a grade lower than a B.. The class will be completed. For those seeking a degree that does not provide the opportunity to obtain Teacher Certification a grade of D is from 60 to 69 and any grade 59 or below constitutes an F.

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

EDUC 6312—Advanced Studies in Early Childhood Methods and Classroom Management

Graduate students enrolled in EDUC 6312 will complete all the assignments for EDUC 3309/EDUC 6312. Graduates who have passed the TExES PPR will not be required to take the Practice Test for the PPR. Those who have not passed the PPR and are seeking Texas Teacher Certification, passing the PPR during the term of this class is required. Failure to do so will result in a grade of "I" in the class until the PPR is passed.

Also, graduate students are required to do a special project to be discussed with me. Make an appointment and we discuss the topic and require

Sul Ross State University- Rio Grande College
Field Experience for Teacher Education

EDUC 3309

Instructor: Dr. Tim Wilson

Students enrolled in EDUC 3309 are required to complete 5 hours for each class of interactive observation in an early childhood/elementary school setting. The following objectives have been explained during the course and are expected to be observed. Students are aware of the importance that classroom environments offer developmentally appropriate activities that meet the needs of individual learners; therefore, these objectives are anticipated to appear unique to each classroom observed. The observation may include a document that coincides with the objectives stated. Observation hours are separated into five individual hours in the case that a student observes different settings at different times. Make sure that your cell phones are turned off. Any report of cell phone usage during a field experience will result in your total five hours nullified. Your signature indicates that the student has indeed met the requirements of classroom observation for the following objectives:

- Observe approaches for classroom management
- Observe multiple methods of classroom instruction
- Apply knowledge of the importance of learning centers and how they are utilized
- Interact with children as the teacher may request
- Analyze room arrangement and its facilitation of learning
- Describe theoretical basis of developmentally appropriate practice and its implementation in the classroom setting

Student Name _____

_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	