

**ED 4322: Classroom Management
Block II**

Instructor	Rebecca Garibay
Office Hours	Monday- Friday Email for appointment.
Email Address	Rpg13ya@sulross.edu
Class Schedule	Web-delivered
Required Text (ebook)	<i>Comprehensive Classroom Management: Creating Communities of Support and Solving Problems</i> , 12th edition (link in blackboard) Vern Jones Louise Jones
Required Software:	You are to purchase the Certify Teacher software that aligns with your content area and/or grade level. You will use this software in Block I and 2 to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester. To purchase the software, have your credit card ready and go to: http://www.certifyteacher.com (if you have already purchased it in block 1 you are not required to purchase again Do not enter full exam mode until I tell you. Stay in study mode)

Section I: Course Description

This course is designed to present practical methods for creating a positive learning environment, for working with behavioral problems, and for dealing with a range of challenges in the K-12 classroom. Classroom management is the foundation of teaching and it is what separates good teachers from great teachers.

Section II: Student Learning Outcomes

- SLO 1 - The student will write a lesson plan that follows the edTPA framework.
- SLO 2 - The student will describe a positive classroom learning environment.
- SLO 3 - The student will teach developmentally appropriate lessons to provide an optimal learning experience.

Section III: Course objectives

The student will be able to:

- Write lesson plan(s) that are developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Section IV. Marketable Skills

1. Students will demonstrate public speaking skills to a variety of audiences.
2. Students will demonstrate writing skills for lesson plans and other scholarly documents.
3. Students will demonstrate organizational skills to effectively manage time and meet deadlines.

Standards V.

I.002.C	knows	Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
I.003.H	allocates	Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure
I.004.E	stimulates	Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem solving activities that are challenging; encourages exploration and risk taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas
I.004.F	enhances	Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting students' development of research skills

I.004.G	teaches	Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically)
I.004.H	teaches	Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools)
I.004.J	analyzes	Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning
I.004.M	incorporates	Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices
I.004.N	provides	Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS
I.004.O	provides	Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS
I.004.P	applies	Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning
III.007.A	demonstrates	Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds
III.007.B	engages	Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, including appropriate wait time
III.007.C	communicates	Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools)
III.007.D	practices	Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts
III.008.A	employs	Employs various instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning

III.008.B	applies	Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time)
III.008.C	presents	Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience
III.008.E	engages	Engages in continuous monitoring of instructional effectiveness
III.008.F	applies	Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation
III.008.G	employs	Employs effective motivational strategies and encourages students' self-motivation
III.008.H	provides	Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS
III.008.I	provides	Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS
III.009.A	demonstrates	Demonstrates knowledge of basic terms and concepts of current technology, systems, and operations (e.g., hardware, software applications and functions, input/output devices, networks, and basic design principles)
III.009.E	knows	Knows how to use productivity tools to collaborate and communicate information in various formats (e.g., slide show, multimedia presentation, and newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, and video)
II.005.A	uses	Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it)
II.005.B	establishes	Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students
II.005.C	analyzes	Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development
II.005.D	presents	Presents instruction in ways that communicate the teacher's enthusiasm for learning
II.005.E	uses	Uses a variety of means to convey high expectations for all students
II.005.G	creates	Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity

II.006.A	analyzes	Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment
II.006.B	demonstrates	Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others
II.006.C	organizes	Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability
II.006.E	schedules	Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non instructional duties (e.g., taking attendance) with instructional activities

Section VI. Course requirements and grading

Requirement	Points Possible
Discussion Boards (9 plus peer posts)	120 (9X13 points each)
Teacher/Parent and Teacher/Student Communication letters	100 points
IEP and 504 Venn Diagram	100 Points
Classroom Management essay	100 Points
Lesson Plan Unit (3 lessons)	150 Points (50 Points each)
EDTPA Task 1	40 Points
EDTPA Task 2	175 Points
EDTPA Task 3	40 Points
Attending EDTPA seminars (3)	50 Points
Field Experience Log	25 Points
Certify Teacher end of Course exam	100 points

Points Possible	1000
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Grading scale Entire Course

A = 895-1000

B = 795-894

C = 695-794

D = 595-694

F = < 595

Web-Delivered Attendance Policy:

SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic

support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

You are expected to login to the Bb site three times each week. The University policy for attendance in web-delivered courses states that nonparticipation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Academic Integrity.

All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- Materials purchased or copied from a pre-made kit,
- A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- Another individual's work (to include but not be limited to a current or former student, current or former classroom teacher
- Your own work completed for another class
- Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format on your assignments.

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Grading.

Discussion Boards:

Class Participation/Discussion Board: On a weekly basis, we will rely heavily on Written Discussion Boards to engage in active learning of the materials. Each week starts at 8 am on Monday with one (1)

posted **prompt/discussion thread**. Discussion Board participation concludes by 11:59 pm on Sunday. **(120 points total)**

Initial post is due on Wednesday by midnight to allow enough time for discussion. **1 Peer response is due Sunday by midnight.** Your participation will be evaluated based on the following rubric:

<p style="text-align: center;">Proficient (13 points)</p>	<p style="text-align: center;">Basic (10 points)</p>	<p style="text-align: center;">Needs Improvement (8 points)</p>	<p style="text-align: center;">No Credit (0 points)</p>
<p>Student makes a clear effort to be an active member of the discussion board by demonstrating:</p> <p>The quantity of engagement: (1) posting/voicing his/her initial (one) thorough response to the prompt no later than 11:59 pm on Wednesday, and (2) engaging with 1 other peer by offering at least one thorough comment on their initial post/s. All conversations end by 11:59 pm on Sunday. Student demonstrates excellent time management.</p> <p>The quality engagement with others demonstrates the best practice of 3C&Q (Jenn Stewart-Mitchell): (a) Compliment the person on something specific you read in their post; (b) Comment on something relevant and meaningful about their post – be specific – remember your comment might not always be an agreement; (c) Connect with the post (i.e., text-to-self, text-to-literature, text-to-world) and explain your connection with clear details; (d) Question - ask a question for further thinking and reflections.</p>	<p>Student makes some effort to engage on the discussion board by posting and/or replying more than few sentences, but not much else. Students shows some interest in engagement with the others in all or at least two areas of the 3C&Q, but frequently responds with short one-line comments such as "I agree!" or "Great idea!" that do not add much to the overall discussion. Student demonstrates excellent time management.</p>	<p>Student is mostly absent from the discussion and makes little or no effort to be an active learner. Student may offer a brief answer to the initial prompt and/or to the other posts, but little else. Posts are short and may be off-topic or irrelevant to the discussion. Student may post a few last-minute comments shortly before the midnight on due date, which are not conducive to quality engagement.</p>	<p>Student fails to engage in any substantive way. If the student does post, he or she writes posts that are disrespectful or incendiary and does not value the opinions of others. Student is indifferent or apathetic to the group discussions.</p>

Assignment Descriptions:

Teacher/Parent and Teacher/Student Communication letters Due Sept 19

Write two effective letters to a parent for the following purposes: Please use your original, not form letters. Letters should look just like a letter you would send, so make sure it has all of the correct components of professional communication. (see module for more details) **100 Points**

IEP and 504 Venn Diagram Due Oct 3

create a Venn diagram that describes the differences between a 504 and IEP. Provide resources. (see module for more details) **100 points**

Classroom Management Essay Due Oct 24 You will create a classroom management essay describing your future classroom and what you hope to accomplish. You will utilize the knowledge you have learned from the chapters as well as various other resources. (see module for more details) **100 points**

EDTPA Seminar trainings See Calendar for dates

The Education Department will host 3 training seminars. These training sessions will help you tremendously in understanding EDTPA and TASK 1, 2, and 3. We highly encourage you to attend the live session so you can ask questions. **These training sessions are required and will be recorded. (50 points)**

Lesson Plan Writing Guidelines:

Lesson plan unit due Oct 10

For the EDTPA process you will be required to create a learning segment that ranges between 3-5 lesson plans. You will need to plan with your cooperating teacher to teach these lessons. You will need to teach them **by November 21.**

You will be graded separately for 3 lesson plans. These can be the same as the ones you are using for EDTPA. If your lesson segment runs longer than 3 lessons, choose 3 that you feel are strong. These will be evaluated by the department rubric. 50 points each.

The objective of this assignment is to give you an opportunity to develop a lesson plan unit to teach. Use the Sul Ross Lesson Plan Model found on the main menu in Blackboard. You will develop the lesson plan Unit, step-by-step.

Field Directions

You will be in the field observing a teacher(s). For those of you in Block II you will be required to make this arrangement yourself. Please do so professionally. You should reach out to a school on the first day of class. **For this course you are required to log 10 hours of observation.**

You will also be required to teach 1 lesson. **It is crucial that you begin talking to your cooperating teacher as soon as possible to make these arrangements.** You are also required to get parent-permission forms from the students as you will be recording these lessons.

Within the blackboard shelf, you will be given sample letters on how to present this information to the school as well as your teacher.

Field Experience Log Dec 3

Form is in blackboard

10 hours for this class. Form must be initialed and signed by your cooperating teacher. **25 points**

MUST BE LEGIBLE.

Mail or hand deliver to the Education Dept. Must have original teacher initials. The classroom teachers whose students you observe will initial the Field Observation Log and it documents your ten hours of classroom observations.

It is a TEA requirement that will be filed in your permanent SRSU folder as proof of your classroom observations. In order to receive a grade for this course, the Field Observation Log must be completed and turned in.

When you have completed your ten hours of observations you may turn your Field Observation Log in to Matthew Marsh in MAB 305 during office hours. If you are unable to give to Matthew Marsh deliver to the Education Department Secretary and email me that you have done so.

Certify Teacher Dec. 4

You will be required to study for your content exam throughout the course. I will post reminders throughout the course, however, it is your duty to remember to study. You will be required to take a full-length test at the end of the semester. DO NOT take the full-length exam prior to week 14. **100 points**

EdTPA Pilot:

SRSU Education Department has been selected by the Texas Education Agency to join the Pilot Study using edTPA (teacher portfolio assessment), developed at Stanford University, as an alternative to the Pedagogy and Professional Responsibility exam for certification. Currently, EC-6 majors will have the option to select edTPA instead of the PPR during their student teaching in spring 2022. EdTPA approaches teacher education in a deliberative and reflective manner. Key tasks associated with teaching are addressed in depth and will be required in the portfolio that a participating student teacher would do.

Because the edTPA approach has value for all students, I have updated ED 4322. We will be focusing on the edTPA Task 1, 2 and 3. We have adopted a new SRSU lesson plan format that is aligned with edTPA. All lesson plans in ED 4322 will follow that format, and when you do your student teaching, your university supervisor will require that format for lesson plans observed. Doing these tasks will give you experience in analyzing student data and deciding how best to use the information to guide future instruction.

EDTPA TASK 1, 2 and 3 (brief descriptions, see module for more details)

Task 1 Due: Oct 13

Task 2 Due: Nov 7

Task 3 Due: Dec. 3

Planning Task 1 Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none">• Plans for instruction that include a focus on developing thinking skills related to the central focus (explanation, synthesis, evaluation) in addition to skills, facts, and procedures• Rationale for your instructional choices in your commentary, not your lesson plans• Explicit justification of why your instructional strategies, materials, and planned supports (including supports for language) are appropriate for <i>your</i> students	<ul style="list-style-type: none">• Instruction or assessment that focuses primarily on memorization or rote application of facts, skills, or procedures• Vague or incomplete planning in your lesson plans and commentary for students with IEP or 504 plans (disregard if you have no students with IEP/504 plans)• Deficit or stereotypic descriptions of students• Lack of alignment between standards, objectives, learning tasks, and/or assessments and the central focus

Instruction Task 2 Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none">• Video evidence that explicitly depicts you addressing the subject-specific requirements for Instruction Task 2 as described in your handbook• References in your commentary responses to specific examples found in your video clip(s)• Time stamps identifying evidence from the video clip(s) in every response	<ul style="list-style-type: none">• Sharing your video publicly on YouTube, Facebook, or any other website (you must respect the privacy of students)• Choosing a video clip that shows you making significant content errors• Showing disrespect to students or allowing students to be disrespectful to each other• Choosing a video clip during which the focus is largely classroom management• Choosing a video clip that does not reflect your subject-specific focus

Assessment Task 3 Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none"> • Analysis of one assessment that allows students to display a range of understanding of the specified subject-specific elements of your central focus (EXCEPTION: See handbooks for Early Childhood and Physical Education for requirements for multiple assessments.) • Focus student work samples that represent a range of performance on the chosen assessment(s) • A focus on important trends in student performance, supported by examples from focus students' work samples • Explanation of any modifications made to a chosen assessment in order to address student learning needs (i.e., differentiated versions of the same assessment) • Concrete evidence of feedback for each focus student • Concrete evidence of academic language use (from video clip and/or student work samples) and support for that use 	<ul style="list-style-type: none"> • A lengthy list of learning objectives being measured, many of which are not closely related to the analyzed assessment • An assessment that only allows students to display a narrow range of knowledge and skills • An assessment that was completed by a group of students, not individually (Condition Code G may be applied if at least some portion of the submitted assessment evidence does not demonstrate your analysis of individual learning.) • Self-assessments, peer assessments, and checklists or rubrics without the student work analyzed • Superficial analysis of student learning (e.g., there is no citation of evidence from student work samples or the analysis focuses on trivial aspects of the performance) • Misalignment between evaluation criteria, learning objectives, and/or analysis • Feedback that is developmentally inappropriate or disrespectful to students, or that contains significant content inaccuracies • Vague descriptions of how focus students will understand and apply the feedback they received for the assessment analyzed • Analysis of your use of academic language instead of students' use • Identifying next steps for learning that are not related to your analysis of student learning

Late Work.

It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates. If an emergency arises, please contact me to make arrangements. Otherwise: Meet due dates for all assignments. Most assignments are due on Blackboard by midnight.

Section X. Notes on University Programs and Services

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Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.

Email: blackboardsupport@sulross.edu

Section XI. SRSU Safety Pledge - One University/One Community

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Course Calendar
(Subject to change)

Week	Dates	Topic	Readings	Due Dates
Week 1	August 22-29	Introduction to the class.	Chapter 1 Chapter 2 <i>Article: What Do Teachers Give?</i>	Discussion Board 1: Introduce yourself. Initial post due Wednesday August 25 2 Peer responses due Aug. 29
Week 2 EDTPA Task 1 SEMINAR Sept. 1 7-8:30	August 29-Sept. 5	What is EDTPA? Introduction to EDTPA Lesson plan Introduction	Read over your specific handbook.	Discussion 2: EDTPA questions? Context For learning No peer response due this week. Submit your initial post by Sept 5.
Week 3	Sept. 5- 12	Classroom Setting and Learning Environment	Articles: <i>Motivating students</i> <i>Classroom Organization: The Physical Environment</i>	Discussion Board 3: Imagine your future classroom. Initial post due Sept. 8 1 Peer Response due Sept. 12 Parent Permission forms due in blackboard Sept 12

<p>Week 4</p> <p>Task 2 Seminar Sept 14</p> <p>7-8:30</p>	Sept. 12-19	Communication s and Family Involvement	<p>Chapter 3 Chapter 4 Chapter 5</p> <p>Resources listed within the module</p>	<p>Discussion Board 4: Choose a Scenario Initial Post: Sept 15. 1 Peer response Sept 19.</p> <p>Teacher/ Parent Teacher/ Student communication letters.</p> <p>Due Sept 19.</p> <p>Reminder: Be working on your lesson plans</p> <p>EDTPA Task 1: Will be completed in conjunction with ED 3303.</p> <p>Due Oct 13</p>
Week 5	Sept. 19-26	Student Diversity. Special Populations, and Inclusion	Resources listed in the module.	<p>Discussion Board 5: Modern Diversity issues</p> <p>Initial post: Sept. 22 Peer response: Sept 26</p>
<p>Week 6</p> <p>TASK 3 Seminar Sept 28 7- 8:30</p>	Sept. 26-Oct. 3	IEP's and 504's	Resources listed in Module	<p>No Discussion Board.</p> <p>Venn Diagram Due Oct. 3.</p>

Week 7	Oct. 3-10	Accommodations and Modifications	Resources listed in module	Discussion Board 6: Accommodations and Modification scenarios Initial Post: Oct 6 Peer response Oct 10 Lesson plans due: Oct 10. EDTPA Task 1 Due Oct 13 Reminder: Be Working on EDTPA TASK 2 Due By October 29. Your task 1 lesson plan must be taught in the classroom by Oct 29.
Week 8	Oct. 10-17	Classroom Management	Chapters 6- 10	No Discussion Board Classroom Management Essay Due Oct 24.
Week 9	Oct. 17-24	Classroom Management		Task 2: Discussion board: What to think about for Task 2. No peer responses.
Week 10	Oct. 24-31	EDTPA TASK 2		Your Task 1 lesson must be taught in the classroom by Oct 29. All work for Task 2 is Due Nov 7
Week 11	Oct. 31- Nov. 7	Student Assets	Resources in the	Discussion Board 7: Personality types and Past

			module	experiences Initial Post due Nov 3 Peer Response Due Nov 7 All Parts of Task 2 Due Nov 7
Week 12	Nov. 7- 14	Academic supports and Language Support	Resources in the module	Discussion Board 8: Research different academic and language supports Initial Posts Nov. 10 Peer response Nov 14
Week 13	Nov. 14- 21	Differentiation	Research On your own resources for Differentiation.	Discussion Board 9: Essential Questions Initial Post Due Nov 16 Peer response due Nov 21
Week 14	Nov 21- 28	Thanksgiving	Study for your Content Exam	STUDY!
Week 15	Nov 28- Dec. 5		Task 3	Field Experience log due: Dec 3. EDTPA Task 1-3 due Dec 3.
Week 16	Dec. 5-10			Certify Teacher Score report Full length exam

				due Dec 4.
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