

COURSE OUTLINE

<u>Course Number and Title:</u>	ED 3690 ECE Classroom Organization and Management
<u>Hours of Credit:</u>	3
<u>Name of Instructor:</u>	Dr. Regena F. Nelson Email: nelsonr@wmich.edu 2427 Sangren Hall Office Phone: 387-3509; Fax: 387-3880
<u>Office Hours:</u>	Wednesdays 5 - 6 PM or by appointment
<u>Course Prerequisites:</u>	ED 3090
<u>Required Text & Forms:</u>	<p>Evertson, C. M., Emmer, E.T., & Worsham, M.E (2006). <i>Classroom Management for Elementary Teachers</i>. Boston: Pearson Education.</p> <p>Kaiser, B, & Rasmisnky, J.S. (2007). <i>Challenging Behavior in Young Children</i>. Boston: Pearson Education</p> <p>Use web address below to access the following forms: Lesson Plan Form Observation Form for Mentor Self-Evaluation Form http://www.wmich.edu/coe/intern/preintern.htm</p>
<u>Course Description:</u>	<p>Students will examine and apply recent research on effective classroom management, concentrating on such variables as time on task, appropriate choice of group structures, direct instruction, and the management of time, space and materials and the analysis of classroom interactions. Students will design, implement and evaluate 2 integrated lesson activities and will learn management principles designed to minimize “discipline problems.” Micro- teaching experiences and a supervised teaching practicum will give each student the opportunity to apply research on effective teaching and become an effective classroom manager. Emphasis will be placed on organization and management in early childhood classrooms and on appropriate learning experiences for young children.</p>

Course Schedule

Date	Topic	Assignments
Week 1	Overview	
Week 2	Room Arrangement	Classroom: Chapter 1 Behavior: Chapter 7
Week 3	First Day of School	Classroom: Chapter 4 Behavior: Chapter 6
Week 4	Classroom Rules	Classroom: Chapter 2 Behavior: Chapter 8
Week 5	Transitions	Classroom: Chapter 5
Week 6	Risk Factors	Behavior: Chapters 1-3
Week 7	Recordkeeping	Classroom: Chapter 3 Behavior: Chapters 4 & 5
Week 8	Lesson Implementation	Classroom: Chapter 6 Behavior: Chapters 10 & 11
Week 9	Special Situations	Classroom: Chapter 7 Behavior: Chapter 9
Week 10	Special Needs	Classroom: Chapter 10 Behavior: Chapter 12
Week 11	Behavior Problems	Classroom: Chapter 9 Behavior: Chapter 14
Week 12	Communication Styles Conferences	Classroom: Chapter 8 Behavior: Chapter 13 Classroom Evaluations and Lesson Plans Due

NCATE/NAEYC Goals Addressed in the Course:

After taking this course, candidates will be able to demonstrate their understanding of:

1. Promoting Child Development and Learning (NAEYC/NACTE 1)
2. Building Family and Community Relationships (NAEYC/NACTE 2)
3. Observing, Documenting, and Assessing to Support Young Children and Families (NAEYC/NACTE 3)
4. Teaching and Learning (NAEYC/NACTE 4)
5. Becoming a Professional (NAEYC/NACTE 5)

Course Objectives/Outcomes:

By the end of the course, class participants will be able to:

1. know, understand and apply the principles of effective teaching and effective classroom management.
2. develop plans for instruction, which specify curricular goals and objectives, instructional procedures, instructional materials and evaluation.
3. identify developmentally and culturally appropriate curricular goals and instructional strategies for young children.
4. develop learning experiences based on what is known about learning, taking into account the importance of expectations, the ways in which young children learn and the differences in developmental levels.
5. assess children's development and adapt instructional materials to meet the individual needs.
6. plan classroom environments to facilitate positive interaction and development of children.

Modes of Instruction:

Group discussion
Small Group Work
Presentations

Methods of Evaluation:

1. Reflections- 10 points each X 12 = 120 points total

A one page, written reflection will be due each class period. You will receive guiding questions to direct your response. Both quality and content of writing will be taken into consideration in evaluating written assignments. A classroom discussion on these reflections will start off our class! Please be prepared to share you thoughts.

2. Teaching- 50 points

The schedule requires you to work in an early childhood classroom for:

- A. ED 3690- two half days or one full day per week.
- B. ED 3690- you are required to teach a minimum of 3 complete lessons. These lessons should be created for this class only.

For each lesson you should:

- A. Submit a typed lesson plan in advance to your classroom teacher.
- B. Have 2 evaluation forms filled out. Your classroom teacher and you will both evaluate the lesson.
- C. Turn in lesson plans and all evaluations (stapled) to the instructor to receive credit. These will be returned to you.

Lesson plans are to be done in the format presented in class unless you tell me in advance that your participating teacher has requested another format.

3. Workshop Teaching Experience- 30 points

This workshop experience is an opportunity for a classmate and you to team teach a lesson to the class. There will be 2 team presentations each week starting on October 8. You will sign up for a date for your presentation. It should include:

- A. **A lesson plan** following the format given in class. Provide copies to instructor and all class members.
- B. **Include** the following in your lesson:
 - 1. Bulletin board (included as a sketch or photo to be shown on the overhead projector).
 - 2. KWL chart- Anticipatory set
 - 3. Story (read to the class) - Input
 - 4. Direct instruction of the main focus points for the lesson – Guided Practice
 - 5. Hands-on activity with enough materials so the class can participate. (A worksheet is not a hands-on activity!!)- Independent Practice
 - 6. Finger plays/songs-these should be taught to the class.- Closure
 - 7. Wrap up discussion- Assessment

Limit your presentation to 30 minutes. This is your professional debut - please dress appropriately and pay close attention to your management skills.

Attendance policy:

Attendance and participation in class are **required**. If you expect to be absent, you are to notify the instructor in advance. Late reflections will be docked 5 points for each class period that they are late.

Academic Dishonesty

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic dishonesty prior to the submission of an assignment.

Students with Special Needs

Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc) or other special needs who needs to arrange reasonable accommodations must contact the professor and the appropriate Disabilities Services office (387-4411 or 387-2116) at the beginning of the semester.

COE Diversity Statement

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

Evaluation

94-100 %- A
89-93 %- BA
84-88 %- B
79-83 %- CB

74-78 %-C
69-73%-DC
64-68%-D
63 % and below-E