

**CTEE 4190: EFFECTIVE CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL**

**Class Times: Thursdays, 10:30-12:30**

Credit Hours: 3 semester hours

**Classroom:** LRC 3420 Instructor: Dr. Amy Fitchett

**Prerequisites:** Admission to Teacher Education Office Hours: F2F or Virtual, by appointment

**Office:** Haley 5006

**Telephone:** 704-699-0496 (personal cell) email: azf0093@auburn.edu

**Required Texts and Resources:** Evertson, C.M., Emmer, E.T. (2017). *Classroom management for elementary teachers* (10th ed.) Pearson. ISBN: 0134027272

**Other requirements:**

Technology --access to an electronic device (e.g. tablet, laptop), printer, and web access.

Time management skills

COE name button *[LRC for buttons]* (to be worn in field placement)

**Course Description:** Through reading, exploration, discussion, reflection, analysis, and application of field placements, students will study current research and approaches surrounding effective methods and strategies for positive and effective inclusive/multicultural K-6 classrooms. Classroom management issues that will be explored will include but are not limited to learning theories, approaches to behavior management, time management, classroom design, developing classroom routines/norms/and rules, student behaviors, student motivation and engagement, parent and community relations, technology use, planning, professionalism, and other factors to be mindful of when creating and executing classroom management plans. Products for future classroom use will be created.

**Class Format:** This class is taught in face to face and through a lab experience Students will engage in a variety of sessions and rehearsals to prepare students for classroom management in a summer practicum setting.

 Lab: *Field Placements will occur on Mondays and Wednesdays for the length of the school day. More information to come.*

Note, this class is technology-enhanced; it will use Canvas as a learning management system (LMS) for online activities. You will complete discussions and submit assignments online. Your grades will be kept in the Canvas grade book and will be available to you as soon as they are assigned and assessed.

## Core Experiences:

Professional dispositions, expectations, and obligations

School orientation – materials, information, technology, and support Classroom management plan – rules, procedures, and routines Positive classroom climate – teacher attitudes and approaches Intrinsic and Extrinsic motivation – strategies

Behavior contracts and difficult student discipline cases

## Course Objectives:

Upon completion of this course, students will be able to:

Identify professional behavior, dispositions, and obligations of a classroom teacher Find the school resources and information needed to prepare for beginning teaching.

Create a classroom management plan that includes parent/guardian communication, rules of student conduct, procedures and routines, and assessment/grading.

Apply effective teaching pedagogies to lesson planning to create and maintain a well-planned, relevant, and positive learning environment for children.

Engage and reflect on methods for addressing the learning and motivation of all students, including peer tutoring, cooperative learning, and student-centered assignments.

Identify strategies for managing students with unique backgrounds and needs, including inclusion, cultural and ethnic diversity, varying study skills, and learning styles.

Engage in meaningful research and discussions that critically analyze actual classroom cases involving student behavior and learning in order to chart change and improvement.

Apply learning from readings of unique cases of student discipline to difficult cases in the field.

## Course Assignments and Evaluation:

**Final Grades:** Final grades are calculated based on total points earned divided by total points possible. This class uses a 10-point grading scale, which means that you earn an “A” if you have at least 90% of the total points available in the course (see chart above). You can check your progress at any time within Canvas. There are no extra credit assignments for this course unless offered and approved by the instructor in special circumstances.

**Assignments:** All written assignments must be typed unless otherwise directed and should adhere to correct Standard English conventions and mechanics. Assignments must be presented on time. Late assignments will be reduced by 10% for each day they are submitted late for up to three days, other than discussion board posts which cannot be accepted late. No work will be accepted once it is more than three days late. The course final project will **not** be accepted late.

Assignments and Syllabus are subject to change at the instructor’s discretion.

Breakdown of specific assignments and assignment details are located on Canvas.

Course Assignments Aligned

|  |  |
| --- | --- |
| **Standards** | **Course Assignment** |
| *Standard 1* | Teacher and Student Temperament/ learning style inventoryCase Study of behavior issues of difficult student discipline cases |
| *Standard 3.5* | Classroom Management Notebook |
| *Standard 3.4* | Classroom Management Notebook Classroom Management PlanEffective Teaching characteristics and Educate Alabama Assessment Observationinstrument |
| *Standard 3.2* | Classroom Management Notebook |
| *Standard 5.1* | Classroom Management Notebook |
| *Standard 5.2* | Classroom Management NotebookCooperative learning, peer tutoring, and student centers reflections School orientation – materials, information, technology,and support notebook |
|  |  |

## Course Structure and Assignments

**Class Sessions:** In class sessions will include discourse and rehearsal of key classroom management strategy, as well as a review of the required readings and content. Additional lectures or video instruction may be delivered asynchronously via pre-recorded presentations.

**Assigned Readings:** Each week you are expected to read the assigned reading(s). This will be the first activity that you should complete. The readings are to ensure that students are feeling confident in their understanding and knowledge of classroom management. You will be required to provide evidence of reading through your Tracks of Thinking in your Daybook, Discussions, and Assignments.

**Daybook:** This notebook will be used to gather thoughts and notes throughout the semester.

**In-Class Activities:** There will be several in-class activities that may include, but are not limited to, group discussions (in-class and virtually), group work, rehearsals, and a few other types of activities. These assignments will be completed and turned in during the class time. Many of the in-class activities will be foundational for graded assignments and projects.

**Outside Class Assignments:** Some assignments are expected to be completed outside of class after the class meeting. These include writing assignments, papers, and presentations. Outside of class assignments will be completed and submitted to Canvas. Details and due dates will be given in class as well as listed on Canvas.

**Projects/Final:** There are course projects, presentations, and the course final project. Assignment details, due date, and grading criteria for each assignment will be discussed in class and listed on Canvas. Projects and presentations will use skills and knowledge gleaned from the course and your lab placement over several weeks.

**Professional Participation:** As budding professionals, your disposition in collaboration and exchange is extremely important. Students are expected to participate in all class discussions and participate in all exercises. Students are not to complete a different course’s assignment or work during class time.

Because learning occurs as we are actively involved, both mentally and physically, it is essential that all students participate in class discussions, activities, and assignments. Participation involves:

\*a careful reading of the texts and/or additional articles prior to class meetings active listening and discussion during class (face-to-face or virtual)

\*appropriate use of technology

\*participation and cooperation during class activities and assignments

\*completion and submission of all lessons, assignments, and projects on time

 \*timely attendance of all class meetings (face-to-face or virtual)

\*honest exchange and challenging of viewpoints

**CIEP Field Placement Activity**

-Students will be participating in a practicum experience in Auburn City and Lee County Schools

**CTEE 4190 Classroom Management Portfolio**

**OVERVIEW: Personal Classroom Management Portfolio**

Your future classroom is just around the corner! Before you set one foot through the threshold, you will need to have a clear plan in place. We will work on this project both during our class meetings and also when you are on your own.

**Purpose:** Every classroom teacher needs a comprehensive classroom management plan. No matter how well you know your content or understand pedagogy, not having clear and detailed policies and procedures for your classroom can quickly derail any attempt to teach. This final will guide you through the creation of your own personal and professional classroom management plan, which you will be able to use as a framework once you graduate and start teaching in your own future classroom as a teacher.

*This assignment will assess a student’s ability to meet the following course objectives:*

* *Identify professional behavior, dispositions, and obligations of a classroom teacher.*
* *Find the school resources and information needed to prepare for beginning teaching.*
* *Create a classroom management plan that includes parent communication, rules of student conduct, procedures and routines, and assessment and grading.*
* *Apply effective teaching pedagogies to lesson planning to create and maintain a well-planned, relevant, and positive learning environment for children.*

# TASK

Develop a professional, comprehensive classroom management plan in a “ready-to-use” format that you could distribute/ or give access to parents/guardians and administrators, as well as have for your own use and be able to reference in the near future when teaching. Canvas provides specific directions to follow when completing the plan and the required activities. The plan should make sense in the context of your current and past field experiences in classrooms. This is your personal classroom management plan, so be thoughtful in all aspects.

In order to be successful and earn maximum credit for this assignment, specific requirements must be observed. The specific requirements for this assignment are:

* Include each required element of each of the total below sections/components. All required elements are listed below.
* Organize and label the sections/components in a meaningful and logical manner
* Make sure that the formatting (including fonts, headings, and colors) is consistent. The formatting should be attractive but also make sure the plan is easy to read and follow.
* Make sure your plan is a consistent, positive, ethical, and legal.
	+ Components should be both internally consistent and also should not contradict another component.
	+ Policies and communication in components should be positive and rules and procedures should be stated in desired expectations, e.g. “do’s” rather than “don’ts.
	+ All rules, policies, and standards in components should follow due process and adhere to legal requirements.
	+ All components must maintain professional ethics and adhere to ethical standards.
	+ You must give credit to sources you use within your portfolio and all classwork.

# GUIDELINES

* You may borrow components from your cooperating teachers, internet resources and searches, teachers in the field, etc… (you can adopt or adapt) but **you must give credit to them**. If you use any references, you must cite them. Do not borrow **all** of

your material; incorporate original thought based on your personal teaching philosophy, desired teaching style, personal experiences, and readings.

* Adhere to correct standard English conventions and mechanics throughout the assignment.
* Submit all the required components as **one** *cohesive portfolio, either through a digital portfolio system like Weebly or WIx, or through a single pdf uploaded to Canvas.*
* Submit your assignment ***on or before*** the assignment’s due date.
* **\*\*\*\*As this is the final assessment of the course and is being used as the course’s final, *no***

**late submissions will be accepted (as stated per course syllabus).**

* **Only final assessments uploaded to Canvas before or by the due date will be accepted and assessed.**
* **No emailed submissions or submission files in the feedback/comment portion of the Canvas assignment will be accepted or assessed.**

**Success/Grading Criteria:** Grades for the Final Personal Classroom Management Plan will be determined on how closely you follow the assignment requirements as outlined above and whether or not you include all of the required sections/components. The rubric at the bottom of this assignment in Canvas will be used to grade this assignment.

**Credit Hours and Work Policy**: Auburn University Credit Hour Policy Auburn University defines one credit hour as the unit of work that includes no less than one 50 minute period of classroom or direct faculty instruction and completion of assignments that typically requires 2 to 2.5 hours of out-of-class student work each week for approximately fifteen weeks for one semester (or the equivalent amount of work over a different amount of time). Auburn University expects that for each credit hour awarded, an appropriately prepared student will complete an average of 3-3.5 hours of academic work per week over the length of a 15 week semester. The same general expectation of student work exists for credits awarded for practical, internships, activity courses, laboratory experiences, and distance learning courses, although there will be variations to accommodate differences among academic disciplines. ADOPTED: March 12, 2012

Portfolio Project Details- Additional information can be found in Canvas and in class.

*For teacher and Administration:*

1. **Cover Page:** Your name, Classroom Management Plan
2. **Classroom Schedule:** Imagine a typical day in your future classroom. Then, include a bell schedule for a typical day in your classroom.

*\*\* Be mindful of the state regulations for the number of minutes/hours per content area (i.e. you cannot have listed on your schedule 2 hours dedicated to recess).*

[1-2009-Physical-Education-Course-of-Study.pdf (alabamaachieves.org)](https://www.alabamaachieves.org/wp-content/uploads/2021/03/1-2009-Physical-Education-Course-of-Study.pdf) *" page 44- Appendix E to reference how much time is to be allocated to each area according to the state of Alabama.*

## Room Arrangement, Materials, and Narrative:

* + Sketch out your ideal classroom arrangement.
	+ This can be created on a device/site, such as "[Classroom Architect (Links to an external site.)](http://classroom.4teachers.org/)” or “[Scholastic: Class Set-Up Tool (Links to an external site.)](http://teacher.scholastic.com/tools/class_setup/index.html)”
	+ [(Links to an external site.)](http://teacher.scholastic.com/tools/class_setup/) Think carefully about how you will arrange desks, stations, technology, organize materials, placement of bulletin boards, etc. Label as much as possible in your drawing.
	+ Your arrangement must at least include: student desks/seats (at least 20), one small group area, a board, and a teacher's desk
		- Include a one-paragraph narrative explaining why you designed your classroom the way you did

*For parents/guardians:*

1. **Parent/Guardian Welcome Letter** (1 page): Welcome your parents with a letter that includes (but is not limited to) the following information:
	* **Who are you?** Briefly introduce yourself.
	* **Academic goals** for the year (a brief overview of what students will learn throughout the academic year)
	* **Expectations/Goals** (behavioral or social expectations or goals, e.g., thinking critically, collaborate with classmates, etc.)
	* **Communication** (how will you communicate and your contact information)
		+ *Optional:* include a picture of yourself or a QR code that links them to have the letter read to them in audio/video format
2. **Parent/Guardian and Student Information Forms** (1 page each): At the start of the school year, you will want to request information from parents that will help you get to know their child. Include the following forms:
	* **Parent/Guardian Contact Information Form/Survey** -This form is all about your future students' parents/guardians. Items for this form should include but are not limited to questions asking their names, address, email, phone, employment, the best way/time to contact them, etc. You also want information on the student’s needs.
	* Items for this form should include but are not limited to questions asking or special instructions about the student--allergies, glasses, transportation, the modality of learning, speech, academics, needs, etc.
	* **Volunteer Form** -This form should kindly request if they are available to help in any way possible at school and/or in your classroom and list out the ways they can do so, i.e. being a room parent, chaperoning field trips, reading to the class, making copies, etc.
	* **School Supply List**- This form should list out the required school supply items the students will need to obtain for the school year for your class. Make sure that the listed items are both developmentally appropriate for the age/grade level and are all *necessary* items and NOT teacher wish list items.
	* **Student Interest Form**-It will be important for you to get to know your students starting the first day of school. Create (or find) a fun way to collect information about the likes/dislikes/interests/hobbies/favorites of your students.
	* **One more additional information form**: (i.e. a request for additional supplies, wish list for books, parent hobby/skills questionnaire, student Get to Know You activity)
		+ *Optional:* If you would like to create this in an electronic format (e.g. Google forms), make sure to print off the questions you are asking and include it in this section of the assignment.

*For teacher and administration:*

1. **Class Rules, Consequences, and Rewards**: Include a heading and brief explanation for each item listed below:
	* Classroom Rules/Behavior Expectations (roughly 3-5 rules stated in "dos," not "don'ts")
	* Consequences (include your consequence hierarchy with the severe clause as well; can include logical consequences also)
	* Classroom Reward Plan- Be specific about your plan and how it will work. This can include an individual plan, group plan, or class-wide plan.
		+ Describe what the plan consists of (economy system, tickets, Class Dojo, etc.) and how and when do students earn the rewards (by their weekly or daily clip chart average of the percentage of positive actions within Class Dojo, etc.?)
		+ Attach pictures, sample images, posters, etc. to help further the description of the plan.
* Cooperative Learning Groups Anchor Chart: Create an anchor chart with a list of expectations and norms addressing how to be successful in cooperative learning groups based upon the Chapter 8 reading.
* Make sure to address the roles, ways to communicate, and expectations for behavior.
1. **Getting To Know You Activities**: The first few weeks of school you are going to need to build classroom community and foster friendships. You will upload a word document with a description of 5 "getting to know you" games, worksheets, or activities that you will use in your classroom.  You may use premade resources, but you must provide a reference or give credit to the creator.
2. **Routines and Procedures:** Choose 10 of the most personally important and relevant routines below and describe your expectations and the routines. What and how will you teach this to students? Include a heading and brief explanation:
	* Beginning class routines
	* Ending class routines
	* Make-up work
	* Handing in assignments
	* Classroom library
	* Passing out papers
	* Classroom helpers
	* Lining up
	* Visiting the nurse
	* Asking questions
	* Missing work
	* Sharpening pencils
	* Assigning homework (assignment pad/planner/folder)
	* Turning in $
	* Lunch Count
	* Taking attendance
	* Getting the class’s attention
	* Managing supplies
	* Group work
	* Independent reading
	* Cleaning up
	* Walking down the hall
	* Indoor & Outdoor recess
	* Transitions
	* Other?
3. **Student and Classroom Policies:** List what will be your classroom policy for:
	* Technology use
	* Food/Drinks in the classroom
	* Celebrating birthdays/ special occasions/holidays in the classroom
	* Cheating
	* Leaving the classroom
	* Using the restroom
	* Late/missing work
	* Students who finish assigned work (in class)
	* Students who need additional help
	* Missing Materials
	* Homework policy
4. **Grading Policy (1 page):** Think carefully about your assessment (formative and summative) and grading policy.
	* Describe how your percentage or point breakdown will work for assignments and assessments (tests, quizzes, notebook grades, etc.) within each content area (science, math, language arts, reading, social studies). Be logical and consistent!
	* Describe how your percentage or point breakdown of categories composing your final report card grades reflect your thoughts on authentic assessment, performance assessment, and meeting diverse learning styles.
		+ If you are wanting to utilize a developmental or standards-based checklist/assessment system, you will still need to describe how the determination of each standard/skill was mastered, developing, not mastered, etc. and by the means and methods, you assessed them.
			- *Please see me if you would like to utilize this system, and I will be glad to talk you through it and show you examples.*
	* Describe your policy for your turnaround for graded assignments/work back to students and parents/guardians.
5. **Letter of Interest** (1 page): Include a letter of interest. What to include in the letter.
	* Your contact information
	* Information on why the school or school district interests you and why your skills and experience would be an asset to them. Use the letter to sell yourself, explaining how you would add value to their district
		+ Your eagerness for the teaching position must LEAP off the page. You must be able to make the reader feel just as excited as you are for this opportunity.
		+ Tips for selling yourself:
			- Greatest strengths (“The greatest assets I bring to the table are my unique experience, passion, and self-motivation…”) (“Colleagues would describe me as an enthusiastic, collaborative, and driven team member…”)
			- Hard and soft skills
			- Commitment to the school/school district (Unique talents and/or expertise you have to move the school forward and/or help to improve student achievement)
			- Related prior positions/experience
		+ Letter conclusion: Conclude your letter by explaining that you would like to meet with the employer to explore possible career opportunities. You might even suggest setting up an informational interview if there are no current vacancies in the district.

*\*\*Keep your letter short (one page) and to the point. You want to get your point across quickly and clearly, without taking up too much of the employer’s time.*

*\*\*You may write this as a generic school district letter of interest so that it is practical and useful for when you actually need to send this letter out to your interested employers.*

Sample generic teacher letter of interest: *\*(some fonts may not look the same per screen viewed within)*

[Cover Letter sample pdf](https://auburn.instructure.com/courses/1356052/files/179394307/download?wrap=1)  [Sample Cover Letter Template I](https://auburn.instructure.com/courses/1356052/files/179394177/download?wrap=1)

[Sample Cover Letter Template II](https://auburn.instructure.com/courses/1356052/files/179394311/download?wrap=1) 

1. **Résumé** (1 page): Include a copy of your résumé. Your resume should include (but not limited to):
	* Personal information
	* Education
	* Qualifications
	* Certifications/professional developments
	* Educational experience
	* Related experience
	* \*Honors (this could include any academic or community/service-based honors or affiliations)
	* \*References (can state “available upon request” or include a list of professional references on a second page to use when needed in interviews)

*\*\*Do not forget about Auburn’s Career Center, which can give you guidance if you need it:*

**AU Career Center 303 Mary Martin Hall 844-4744** [**http://career.auburn.edu/** (Links to an external](http://career.auburn.edu/) [site.)](http://career.auburn.edu/)

[Sample résumé II](https://auburn.instructure.com/courses/1356052/files/179394170/download?wrap=1) 

[Résumé sample template L Comden](https://auburn.instructure.com/courses/1356052/files/179394312/download?wrap=1) [Résumé sample template L Comden.pdf](https://auburn.instructure.com/courses/1356052/files/179394173/download?wrap=1)

[Résumé and Cover Letter Template Sample](https://auburn.instructure.com/courses/1356052/files/179394171/download?wrap=1) [Résumé and Cover Letter Template Sample.pdf](https://auburn.instructure.com/courses/1356052/files/179394168/download?wrap=1) 

1. **Miscellaneous Section**-Include ***five*** additional forms or documentation pieces that you feel were not asked or required but are important to your classroom management plan. These can include--- safety plan, permission forms, classroom constitution, emergency substitute plan, teaching philosophy, Get to Know You activity, Remind parent sign up, social media release, Parent Conference form/notes/record, movie release form, informational forms/handouts for parents (Daily questions to ask your child after school each day, Why reading 20 minutes/day to your child is important, How to help your child practice math skills at home, etc.), Bullying infographic, etc.

*\*\*\*\*\*\*\* If you choose to adopt or adapt an item, you MUST cite the item appropriately and include it in your reference or credits pages with appropriate formatting (components 13 or 14). ALL other sections of this project must be created by* ***you****.*

1. **Credits Page:** Include credits and references page for any ***materials*** that you included or used within the assignment. This can include forms, fonts, graphics, worksheets, handouts, etc. This includes any items you have adopted or adapted from a fellow educator or other professional.
2. *Credits and references are different -- If you used someone’s ideas (advice, research, theories, etc.), you should cite them and include them on your references page (see component #14 below).*
	* If the item you have included is not copyright protected, older than 1923, from the US government, or is part of the **Public Domain**, meaning it is not protected by copyright, then you do not have to cite or give credit to the item.
	* If the item you have included is a part of the [Creative Commons (Links to an external site.)](https://creativecommons.org/), meaning it is a part of the large body of creative and scientific/ academic works available to the public for free and legal use to be able to download, share, distribute, copy, remix, or re-purpose under the terms of the CC copyright licenses, then you must give them credit.
		+ More on the CC licenses: [site (Links to an external site.)](https://creativecommons.org/get-cc-savvy/breaking-cc-licenses/)
		+ More on Copyright, Transformative Use, Fair Use, Creative Commons, and Public Domain: [Padlet (Links to an external site.)](https://padlet.com/brandi_dailey/fsqtrlsc50dl)
	* If the item states it is for **personal use,** check if it asks for you to credit the creator. If it is for personal use, it also means that you cannot use this product to earn a profit from it.
	* If the item has stated that it has a **commercial license** you must purchase with it, this means that you will need to purchase the license before you can sell the product you are creating. Even if you only intend to use it for personal use, you will still need to check if you are required to credit the creator as well.
	* If there is **no visible license**, the term of use, policy, etc., *then you should not use it*. This typically means that the creator is not giving anyone permission to use their work (i.e. an artist’s painting)
	* You should ***always give credit to the original creator or source of an item, even if it is not required,*** as this is the respectful, courteous, and professional thing to do.
	* To check if an item asks you to credit the creator, check within the terms of use, privacy policy, product description, or terms of service. It is usually outlined in there.

-As each component could be given out separately, you will need to give credit on the item or material within the final document as well as on the Credits Page as well.

## Example of listing on the material (at bottom of the adopted page):

Adapted from Jen Ross ([https://goo.gl/dBMSf2 (Links to an external site.)](https://goo.gl/dBMSf2))

## Example of listing on Credits Page:

Fonts credited to Kimberly Geswein [https://urlzs.com/u8nd (Links to an external site.)](https://urlzs.com/u8nd)

Parent/Teacher Conference form, adopted from Mallory Cameron: [https://goo.gl/dUxnmg (Links to an](https://goo.gl/dUxnmg) [external site.)](https://goo.gl/dUxnmg)

**14.Reference Page**: Include a reference page in APA 6th edition format as your last page for anything you included in the plan which was derived from others’ *ideas or knowledge* (advice, research, theories, etc.).

*Credits and references are different -- If you used someone’s created materials (fonts, graphics, worksheets, handouts, etc.) you should credit them and include them on your credits page (see component #13 above).*

\*\*\*\*\*You may have gathered ideas within discussions or interviews with a cooperating teacher or another educator. In this situation, make sure to cite the communicator's name, the phrase "personal communication," and the date of the communication.

## Example:

Robbins, E. (2001, January). Personal communication.

# COURSE EXPECTATIONS/Policies

Expectations:

* Actively and thoughtfully participate in all class activities.
* Complete all assigned readings.
* Complete all tasks assigned on Canvas.
* Maintain a professional presence in all learning environments (i.e.,

 class, online discussion, field placement).

* Frequently check the course website for updates, emails, and assignments.

**Attendance/Absences Policy:** Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Elementary Education Handbook,* must provide appropriate documentation to the instructor the day the student returns to class. **Each unexcused absence may result in the lowering of the final course grade by one letter grade**. An excessive number of excused absences will require a conference with the instructor.

**Participation**: Students must exhibit courteous, mature, responsible, and

professional behavior. This includes not texting messages during class, doing work

for another class, not being prepared for class, and talking when someone else (a peer or instructor) is speaking. Students are expected to participate in all class discussions and participate in all exercises in class and outside of class. Students are responsible for initiating arrangements for missed work.

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness/emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow course completion. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Basic Skills**: Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments with multiple mathematical, grammatical, or spelling errors must be revised correctly at a letter grade point loss.

**Accommodations**: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code**: The University Academic Honesty Code Rules and Regulations about cheating will apply to this class. If plagiarism is detected in any assignment, the student will receive a zero. ***No exceptions***. Use appropriate APA formatting and guidelines (7th edition) for citations and references.

**Cell Phones/Technology**: You will need to place your phones on vibrate during class, but you are encouraged to bring and use your laptop, iPad, or other electronic devices during all classroom sessions. Please follow individual school policies about cell phone use during lab placements.

**Face Covering**

Please adhere to the University standards and desired behaviors of your lab placement.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
* It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you’ve missed.
* Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
* Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
* As faculty, staff, and students interact in professional settings; they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity (d) model and nurture intellectual vitality.

**Course Requirements and Grading Policy:**

Detailed descriptions of assignments will be discussed in class and/or posted in Canvas. If you need additional clarification, it is up to you to contact the teacher/professor and schedule additional time to go over any misunderstandings or misconceptions. Grades will be posted in Canvas:

A=100% to 90% B=89% to 80% C=79%-70% D=69% to 60% F=59% and below

**Late Assignments**: Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major incomplete assignments or not done on time will lose points equal to one letter grade for each day late up to three days.

NOTE: **All assignments must be completed, whether or not credit is given, to pass this course.**

 **Unannounced quizzes**: There will be no unannounced quizzes

This syllabus is subject to change based upon the discretion of the instructor and the needs of the course.