



Rollins College

EDU 470

Classroom Management

Class Meets:  
Wednesdays  
4:00-6:30;  
CSS 222

Dr. Margot Fadool

(c) 407-404-1560\*

(o) 407-691-1333

[mfadool@rollins.edu](mailto:mfadool@rollins.edu)

Student Consultation Hours:

Mondays 11-12; Wednesdays 11-12 and 2-3; Fridays 8:00-9:00 and by appointment

### **Course Texts**

Marzano, R. J. (2007). The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. \$25.60

Rollins College (2010). Student teaching and cooperating teacher handbook. Unpublished manuscript. Rollins College, Winter Park, FL.

Wong, H.K. and Wong, R. T. (2009). The First Days of School: How to Be an Effective Teacher / Edition 4. \$20.92

Additional readings will be provided by seminar instructor throughout semester.

### **Course Description**

The purpose of this seminar is to allow you to reflect upon your classroom practices throughout your student teaching and to provide you with support in achieving beginning teaching competencies, including the concepts, research and terminology of the 38 Accomplished Practices. Final and interim assessment of performance will be based on the indicators of the 38 Accomplished Practices. The expectation for the successful completion of student teaching is demonstration of all 38 of the Accomplished Practices.

**Prerequisite: ETEP initial review complete (34/38 indicators with 100% of rationales rated "Meets Expectations").**

## Check Blackboard Each Day!

### **Assessment**

Student teaching is a credit/no credit course, but this seminar is graded. Grades will be based on the quality of assignments submitted during your student teaching, including your reflections, peer assessments, and your ETEP.

Teachers must demonstrate the ability to communicate effectively as well as think logically and creatively; therefore, all assignments will take into account grammar, mechanics, and neat appearance. Late work will NOT be accepted unless PRIOR negotiations have been made with Dr. Fadool.

Grades will be determined by the following scale:

A = 94-100%	Exceptional quality of work. A's are reserved for students who surpass standard expectations.
A- = 90-93%	
B+ = 87-89%	
B = 84-86%	Good to superior work. B's are an indication that the student shows interest, effort, and originality in his/her work.
B- = 80-83%	
C+ = 77-79%	
C = 74-76%	Passing, yet average work. Although a C is a respectable grade, students are encouraged to set a higher standard for themselves than average.
C- = 70-73%	
D+ = 67-69%	
D = 65-66%	Below average quality of work, yet passing. (Except for W gen ed).
D- = 60-64%	
F = 0-59%	Unacceptable quality of work.

### **Attendance Policy**

Strong daily participation and attendance is crucial. This is the reason participation counts as such a significant percentage of your final grade. It reflects my belief that you will learn from one another in this class, just as you will learn from me.

Finally, let me outline the absence policy for this course. If you must miss a face-to-face class for some reason, i.e. school meeting, illness, athletic competition, please let me know in advance. That means *before* class starts via email or telephone (407) 404-1560. As long as you meet this requirement you are allowed one class session absence. Each absence after that one excused absence will result in losing 50 points. Arriving after attendance has been taken counts as one half of an absence (25 points).

## **The Honor Pledge and Reaffirmation**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

### **Disability Statement:**

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2764) 1000 Holt Ave., Winter Park, FL, 32789 or email or call the Director of Disability Services, Grace Moskola at 407-975-6463, [gmoskola@rollins.edu](mailto:gmoskola@rollins.edu).

### **Blended Learning:**

Our class will be delivered as blending learning course. This means we will have face-to-face sessions and some online learning modules. There will be some sessions that we won't meet during our regularly scheduled class times. There will be other weeks that we will meet for our class but then we will leave early because we will have also worked online that week.

### **Title IX Statement**

Rollins College is committed to creating and maintaining a community in which students, faculty and staff can work together in an atmosphere free of sex and gender based discrimination. Rollins is strongly opposed to all forms of sex and gender based discrimination (including sexual assault, intimate partner violence, stalking, and sexual harassment) and is committed to providing support, resources, and remedies to individuals that have experienced sex and gender based discrimination. Faculty members are responsible employees under Title IX and must share information about sex and gender based discrimination with the Title IX Coordinator. Information about available confidential resources, support services, and reporting options can be found online at [www.rollins.edu/sexual-misconduct](http://www.rollins.edu/sexual-misconduct).

### **Competencies for the Beginning Teacher Course Requirements**

All assignments are due on the date indicated unless the instructor has approved a change for the class. Check Blackboard to be sure grades have been posted correctly.

#### **Weekly Online Discussions**

**Due: see class schedule**

Each week we have assigned readings that address issues important to the beginning teacher. Use this as a place to discuss your learning, your work with your students, make connections to our readings, etc. For each discussion, you follow the same procedure. You post your initial posting which will be around 350-500 words. Then you return to the discussion page and post responses to at least two peers (about 150-300 words). The 3 postings are due on Tuesdays at midnight. Late postings will not be accepted. You may use online discussion postings for your ETEP only if it is an original, unaltered entry that was submitted (on time) via Blackboard.

**7 @ 10 points each = 70 points**

#### **Video analysis of teaching**

**Due: February 3rd and March 30th**

More details will be shared in class. Both videos need to be available for viewing on my computer (flashdrive). You will self-evaluate the first video and peer evaluate the second.

**40 points each = 80 points total**

**Journal****Due: weekly**

You will keep a weekly journal during your student teaching. Each week you will submit your entry via Blackboard. The journal entries are due by 5:00pm each Sunday for the previous week. You should write a little bit each day for this weekly journal. Do not write an account of your day. Select and reflect. Length is not important – reflective thought is. Make sure you date the reflections. You may use journal entries for your ETEP only if it is an original, unaltered entry that was submitted (on time) via Blackboard.

**4 points each = 48 points total****Ethics Online Module****Due: March 16<sup>th</sup>**

You will complete an online learning module on ethics. Completion of the module is due on or before March 16<sup>th</sup>. You also need to sign the Ethics statement that is part of the module with both your cooperating teacher and college supervisor. That form will be uploaded into Blackboard.

**30 points****Student Teaching Notebook****Due: April 27<sup>th</sup>**

During the semester you need to keep and maintain a student teaching notebook. When Drs. Griner, Fadool and Yu observe you this notebook should be available to review. You must print all lesson plans and include these in the field notebook. Lesson plans are written in the formal Rollins format until you have been notified by your college supervisor that you are approved for an appreciated LP format. Include these sections: 1) Orientation data; 2) Lesson Plans; 3) Student Profiles; 4) Seminar notes.

**70 points****Student Profiles****Due: April 27<sup>th</sup>**

Within your student teaching notebook, you need to keep anecdotal records on your class (if you have more than one class, pick one group). Use codes or pseudonyms for the students to maintain privacy. Write what you see – do not interpret. Every four weeks look through the records and look for patterns.

**25 points**

**ETEP****Due: see class schedule**

You need to follow the ETEP submission schedule to stay on track for the semester. Feel free to submit items ahead of the posted schedule. At the conclusion of student teaching you must have 100% of the 38 ETEP items at “meets expectation” by two reviewers. The artifacts must be from your student teaching experience.

**152 points****Profession Documents:**

<b>Title</b>	<b>Due</b>	<b>Points</b>
Unit Plan Outline (items a-j)	February 10 <sup>th</sup>	50
Resume draft	February 24 <sup>th</sup>	25
Mid-term evaluation paperwork	March 9 <sup>th</sup>	20 points
Ethics Code	March 16 <sup>th</sup>	25
Parent conference Curriculum guidelines	April 6 <sup>th</sup>	25
Resume	April 13 <sup>th</sup>	25
Cover Letter	April 13 <sup>th</sup>	25
Foliotek Interview Portfolio	April 20 <sup>th</sup>	100
Final evaluation paperwork	April 22 <sup>nd</sup>	20 points
Unit Plan	Due 2 weeks after you teach it	150
6 formative evaluations from cooperating teacher	Every other week	10 points each (60 points total)

## (Tentative) Class Schedule

<i>Date</i>	<i>Topic</i>	<i>Assigned Reading(s)</i>	<i>Due</i>	<i>ETEP Schedule</i>
January 12	First day - orientation			
January 13	No F2F class		Journal #1	
January 20	Getting the Most Out of Student Teaching Guest Speakers – Caroline, Megan, Rachel, Kenny and Nicole	Wong A and B	Online discussion #1 Formative Observation #1 Journal #2	
January 27	Relaxation and Yoga Guest Speaker Lezlie Laws Annie Russell Dance Studio	Wong C, D and E	Online discussion #2 Journal #3 <b>Wear comfortable clothes</b>	
February 3	No F2F class		First video reflection Formative Observation #2 Journal #4	
February 10	Marzano Guest Speaker - Aimee Padilla Partin Elementary	Marzano 1 and 2	Online discussion #3 Unit Plan Outline (items a-j) due Journal #5	
February 17	Resumes and Cover Letters Guest Speaker – Norah Perez Career Services		Formative Observation #3 Journal #6	#1, 3, 4, 6, 7, 9, 12, 14, 16, 21, 22, 23, 24, 34 (56 points)
February 24	Foldables, Smart Centers and thinking Maps Paul Caswell Shenandoah Elementary	Marzano 3 and 4	Online discussion #4 Draft of resume due Journal #7	
March 2	Rollins Spring Break	No seminar (You are still in the schools.)	Formative Observation #4 Journal #8	#2, 5, 11, 17, 18, 36, 37 (28 points)

<b><i>Date</i></b>	<b><i>Topic</i></b>	<b><i>Assigned Reading(s)</i></b>	<b><i>Due</i></b>	<b><i>ETEP Schedule</i></b>
March 9	Finding a Job Guest speaker – Donna Tunson OCPS Human Resources	Marzano 5 and 6	Online discussion #5 Midterm Evaluation due Journal #9	
March 16	Child Abuse and Ethics Statement		Journal #10 Online Ethics Module due Ethics form due	# 8, 10, 13, 15, 19, 20, 25, 26, 27, 28, 29, 31, 32, 33 (56 points)
March 23	Orange and Seminole County Spring Break	No seminar	Work on ETEP and second video reflection (no journal)	
March 30	MTSS Guest speaker – Abby New Grand Ave Primary Learning Center		Second Video Reflection due Formative Observation #5 Journal #11	
April 6	No F2F class	Marzano 7 and 8	Online discussion #6 Parent Conference form due Journal #12	
April 13	TBD		Formative Observation #6 Final Resume and Cover Letter due Field notebook due	# 30, 35, 38 (12 points)
April 20	Saying good-bye and what now	Marzano 9 and 10	Online discussion #7 Foliotek Interview Portfolio due	Final Evaluation due (April 22)



**Rollins College  
Thematic Unit Plan  
Outline of Requirements**

I. Cover Sheet

- a. Your name
- b. School
- c. Teacher's name
- d. Grade level(s)
- e. Class size
- f. Demographics of the school
- g. Characteristics of the students
- h. Unit title
- i. Length of time for unit
- j. Reason for selecting this topic
- k. Approximate number of lessons
- l. General list of areas to be covered
- m. Display of pre and post assessment results
- n. Written explanation of assessment results
- o. How you plan to use reflections of each individual lesson

II. Pre and Post Assessment data (vary the questions/items from pre to post). Do not use preprinted tests from curriculum guides or teacher's manuals.

III. Your Final Reflections on the Unit Teaching Experience

*Daily Lesson Plan Format (for each lesson)*

- a. Your name
- b. Unit title
- c. Content area
- d. Grade level(s)
- e. Title of lesson
- f. Learning objectives
- g. State Standards
- h. Set, Presentation of Information, Guided Practice, Independent Practice, Closure
- i. Resources, Materials

- j. Assessment of students
- k. Adaptations, Accommodations
- l. Reflection (Evaluation of teaching, plans for tomorrow)

Directions:

Your unit outline (items a-j) is due by February 10, so be sure to discuss your unit assignment with your Cooperating Teacher as soon as possible.

Your complete unit will consist of lesson plans for each lesson you teach. Please follow the lesson plan format included here. It is very important that you complete the reflection section.

Include your pre and post assessments and explain how you will document the results (e.g., graph, percentage of improvement).

Complete a reflection at the end of each lesson and indicate any changes you made as a result of monitoring student progress.

Complete an in-depth reflection at the end of the unit to include successes, areas of improvement, and mid-unit changes you made and why. Include examples of best practice strategies you used and concrete evidence of student learning. Please give us feedback on the overall experience.

Provide a hard copy of your final unit report **two weeks after completion of your unit**. Follow the Final Unit Report Outline. Student work samples should be included with names removed or blocked out. Include all of your pre and post assessment results.

# Rollins College Department of Education

Date: \_\_\_\_\_

On \_\_\_\_\_ (date), \_\_\_\_\_ (intern name) participated in a parent conference.

On \_\_\_\_\_ (date), \_\_\_\_\_ (intern name) received a copy of the OCPS/Seminole curriculum guidelines. The intern states that the guidelines have been read.

\_\_\_\_\_

(Intern's Signature)

\_\_\_\_\_

(Supervising Teacher's Signature)