



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

LAMAR UNIVERSITY

Office of Field Experience

The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for “lifelong learning” and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

Spring 2017**PEDG 4380 Classroom Management****4380 Mon 5:30-8:30 Rm 102 ED**

Instructor:	Dr. Cavan Leerkamp
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I. Course Description

A course of study to explore through comparison, analysis, evaluation, and practice eclectic theories and diverse strategies related to effective classroom management. Factors that contribute to a total learning environment with emphasis on helping students become self-regulated learners are probed.

II. Prerequisites

Admission to Teacher Education, GPA 2.75, Completion of PEDG 3300. Must be enrolled semester prior to clinical teaching.

III. Required Textbooks and other instructional materials:

- *“Carrots Book”*
Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management
Paperback – August 25, 2015 by [Dominique Smith](#) (Author), [Douglas Fisher](#) (Author), [Nancy Frey](#) (Author) ISBN-10: 1416620621 ISBN-13: 978-1416620624
- *“Strategies Book”*
What Every Teacher Should Know About Teacher-Tested Classroom Management Strategies (3rd Classroom Management 4340 LEERKAMP

Edition) 3rd Edition by [Blossom S. Nissman](#) (Author) **ISBN-13:** 978-0137149155 **ISBN-10:** 0137149158

- “*Management Book*”
THE Classroom Management Book 1st Edition by [Harry K. Wong](#) (Author), [Rosemary T. Wong](#) (Author), [Sarah F. Jondahl](#) (Author), [Oretha F. Ferguson](#) (Author), [Various](#) (Editor), [N/A](#) (Illustrator)
- “*Talk Book*”
How to Talk So Kids Will Listen & Listen So Kids Will Talk Paperback February 7, 2012 **ISBN-10:** 1451663889 **ISBN-13:** 978-145166388 by [Adele Faber](#) (Author), [Elaine Mazlish](#) (Author)
- **Composition Book**
- **Field Experience (1-inch) Binder/Folder**
- Blackboard: You will need to be able to also access Blackboard for this course. To activate your account go to the Blackboard Log In on the Student Services tab of my.lamar.edu.
<https://luonline.blackboard.com/webct/entryPageIns.dowebct>
- (Optional) PPR study guide!

IV. Course Learning Outcomes

- TSW design the **physical spaces** of a classroom that are safe and productive for learning.
- TSW analyze the effects of classroom **routines and procedures** on student learning, and establish age-appropriate routines and procedures to promote an organized and productive learning environment.
- TSW **plan appropriate instruction** that actively engages students in the learning process employing various instructional techniques that are relevant and meaningful and that link with students’ prior knowledge and experience and employ effective motivational strategies.
- TSW plan the organization and management of group activities and **cooperative learning** that promotes students’ ability to work together cooperatively and productively, assume responsible roles, and develop collaborative skills and individual accountability to demonstrate an understanding of how young children function in groups.
- TSW develop strategies for creating an organized and productive **learning environment** designed for managing student behavior.
- TSW demonstrate clear, accurate **communication skills** and use language that is appropriate to students’ ages, interest, and backgrounds.
- TSW demonstrate the understanding of the importance of **family involvement** in children’s education and will apply knowledge of appropriate ways to work and communicate effectively with families in various situations.
- TSW demonstrate acceptance and respect toward **student diversity** including meeting students’ individual needs and the significance of student diversity in teaching, learning, and assessment.
- TSWBAT discuss the value of participating in **school activities** and contributing to schools and districts.
- TSW work productively with supervisors, mentors and other colleagues to using **reflection and feedback** for professional growth and increasing knowledge.

- The student will demonstrate understanding of the structure of education in the state of Texas and the **legal and ethical requirements** for educators.
- Students will become familiar with the State of Texas **proficiencies**.

V. Educator Preparation Standards Addressed:

Great care has been taken to include the content required by the Texas State Board of Educator Certification (SBEC), recommended by national specialty organizations and supplemented by Lamar University faculty members. The TExES examinations, required for certification, reflect standards of this course.

Sub-standards that are to be met in this course specify knowledge, applications, and dispositions, which are needed by those desiring to educate EC-12 students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. You should become familiar with these expectations, which should guide you in becoming a teacher or a provider of special services in Texas schools.

VI. Educator Standards:

Professional Pedagogy and Responsibilities

Standard II: The teacher creates a Classroom Environment of respect and rapport that fosters a positive climate.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–12 The beginning teacher knows and understands:	Application: What Teachers Can Do Teachers of Students in Grades EC–12 The beginning teacher is able to:
Creating an Environment of Respect and Rapport	
2.1k the importance of creating a learning environment in which diversity and individual differences are respected.	2.1s interact with students in ways that reflect support and show respect for all students.
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development.	2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative.
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.	2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning
Establishing an Environment for Learning and Excellence	
2.4k the importance of communicating enthusiasm for learning	2.4k the importance of communicating enthusiasm for learning
2.5k the necessity of communicating teacher expectations for student learning	2.5k the necessity of communicating teacher expectations for student learning
Managing Classroom Procedures	

2.6k how classroom routines and procedures affect student learning and achievement	2.8s establish classroom rules and procedures to promote an organized and productive learning environment.
2.7k how to organize student groups to facilitate cooperation and productivity	2.7s organize and manage groups to ensure that students work together cooperatively and productively.
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.
2.9k procedures for managing transitions	2.9s manage transitions to maximize instructional time
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
2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively.	2.11s coordinate the performance of non-instructional duties with instructional activities.
2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, 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
2.13k theories and techniques relating to managing and monitoring student behavior.	2.14s communicate high and realistic expectations for students' behaviors and ensure that students understand behavior expectations and consequences for misbehavior.
2.14k appropriate behavior standards and expectations for students at various developmental 5levels	2.15s consistently enforce standards and expectations for student behavior and ethical work habits
2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom	2.16s encourage students to maintain ethical work standards and monitor their own behaviors.
2.16k the importance of establishing classroom standards of student conduct and	2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

clear consequences for inappropriate behavior.	
2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior.	
2.18k appropriate responses to a variety of student behaviors and misbehaviors.	
Maintaining a Physical and Emotional Environment that is Safe and Productive	
2.19k features and characteristics of physical spaces that are safe and productive for learning.	2.18s organize the physical environment to facilitate learning.
2.20k the benefits and limitations of various arrangement of furniture in the classroom	2.19s create a safe and inclusive classroom environment
2.21k procedures for ensuring safety in the classroom. 2.22k physical accessibility as a potential issue in student learning.	2.20s use effective strategies for creating and maintaining a positive classroom environment. 2.21s respect students' rights and dignity
2.23k students' emotional needs and ways to address needs.	

Standard III: The teacher promotes students 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.

Application – What Teachers Can Do – The beginning teacher is able to:	Application: What Teachers Can Do – The beginning teacher is able to:
Communication	
	3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing.
	3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teachers' commitment to students.
Providing Feedback to Students	
	3.16s design and implement procedures to track trends, set time lines, and review/ evaluate progress for continual improvement in process and product;

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

Teacher Knowledge: What Teachers Know – The beginning teacher knows and understands:	Application: What Teachers Can Do – The beginning teacher is able to:
Interacting with Other Educators and Contributing to the School and District	
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts	4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge.
	4.8s communicate effectively and appropriately with other educators in varied contexts
Continuing Professional Development	
	4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals

Technology Standards

Standard III All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Teacher Knowledge: What Teachers Know – The beginning teacher knows and understands:	Teacher Application: What Teachers Can Do – the beginning teacher is able to:
	3.16s design and implement procedures to track trends, set time lines, and review/ evaluate progress for continual improvement in process and product; and

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Teacher Knowledge: What Teachers Know – The beginning teacher knows and understands:	Teacher Application: What Teachers Can Do – the beginning teacher is able to:
	4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences;
	4.7s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences;

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Teacher Knowledge: What Teachers Know – The beginning teacher knows and understands:	Teacher Application: What Teachers Can Do – the beginning teacher is able to:
5.2k where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks;	5.2s identify and address equity issues related to the use of technology, including, but not limited to, gender, ethnicity, language, disabilities, and student access to technology;

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard 2. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs;

2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity;

characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.

Standard 4. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

4.7k classroom management strategies for a variety of ESL environments and situations.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

7.1k strategies for effective advocacy for ESL students;

7.2k the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments;

7.3k ways in which community members and resources can positively affect student learning in the ESL program.

VII. Class Policies:

Attendance

Attendance at each class session is required and is an integral aspect of this field-based course. A rigid attendance policy is implemented because the professional environment of discussions, awareness exercises, and collaborative work in classroom explorations cannot be reproduced outside of class.

Students are required to be present for the full class session. **After two unexcused absences a student will be receiving an automatic one letter grade course deduction. After three unexcused absences students are advised to drop the course. Three tardies are equivalent to one unexcused absence.** A tardy is defined as coming to class more than ten minutes late.

Class Participation

Classroom Management 4340 LEERKAMP

Since this class focuses on class discussion and activities in addition to lectures, **participation from each student is crucial**. When working in groups, all members of the group are expected to positively participate in the activity. Students are expected to attend class and to participate in class activities.

Students with Disabilities: "Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [409-880-8347](tel:409-880-8347) or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course."

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: <http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Campus Closure

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to log in to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Academic honesty

It is a very important decision to enter the profession of teaching. In addition to the knowledge and skills necessary to teach children, dispositions (such as honesty and integrity) are important qualities for a successful educator to possess. Teacher educator candidates are expected to conduct themselves in a professional manner both in class and in field placements. Ethical behavior begins at the university level regarding honesty in the classroom and correct dispositions while in the field. Academic dishonesty will not be tolerated on tests or any class or out-of-class assignments. Should you be found responsible for a dishonest incident, you will receive an "F" for the course. Academic dishonesty is defined as cheating of any kind, including plagiarism. If you do not consent to the findings and/or the penalty, you must file an appeal with the department chairperson within five days, as provided by the *Faculty Handbook*.

Sexual Harassment

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

E-mail

Lamar email will be the official method of electronic communication for this class. Assignments are required to be emailed to the instructor. Check your email often. Send to: cleerkamp@lamar.edu

Evaluation and grading

Student performance, in the university classroom as well as the public school classroom, is subject to evaluation. The point system used in this course (tied to each assignment and assessment) will be determined by the instructor of the course.

Drop/Add/Withdraw

It is the student's responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

Course Evaluation

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

Syllabus subject to change

While every effort has been made to make the syllabus and schedule as complete as possible, the instructor reserves the right to make changes in the assessments, assignments, due dates, content, test dates, and class meetings. If any changes are made, students shall be informed as soon as possible. **The daily SCHEDULE may change as well pending the date of placements which may alter due dates and assignments.**



Electronic devices

Please refrain from using your cell phone during class. I understand an emergency phone call or text. If used inappropriately a student may be asked to leave the classroom.

Presentations and activities will be a part of this course.

You will be expected to participate and contribute to the overall success of the individual presenters. Individual contributions to class discussions will also be expected and will result from your reading and text assignments. You will be expected to come to class prepared. This course is intended to provide additional insight to complement what you are doing and observing in the field. You will be expected to share information related to current experiences. **Absences during all presentations** will be considered in the grading rubric for your grade.

III. Field Experience

The Office of Field Experience will assign you to a local public school campus where you will complete 30 hours of field work. **Your field work should be spread out over 5 or more visits. Your field work hours and teaching lessons must be completed by the date set in the course schedule.** In addition to activities and assessments, 30 hours of field work must be completed and a verification form, signed by the assigned mentor, turned in to pass this course. This verification form will also be scanned and attached in Tk20. If you do not complete your field course assignments you will not be able to pass this course. You will be responsible to **schedule a 45 minute lesson** (with a lesson plan + reflection) to be observed by your Lamar supervisor in addition to being observed by your mentor. Schedule as soon as possible! Two lesson plans are required for 4340. If you have ANY ISSUES with respect to your placement, please contact the FIELD office for assistance. This office is responsible for placements and will assist you with problems, concerns, or issues about placements. PLEASE do not ask your instructor for assistance with field placement issues.

IX. Tk20 Policy

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, applications for field experience; professional testing and certification recommendations will be collected, processed or archived through the Tk20 secure portal.

It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as part of an educator preparation program. The user account may be utilized for seven years from the activation date.

Attaching certain assignments or “artifacts” will be a required part of this course. Please refer to the Tk20 online tutorials for guidance. Visit the Tk20 homepage at <http://www.Tk20.com>. Click on “support”. This will take you to a list of frequently asked questions, as well as tutorials that cover common problems (use the Tk20 CampusTools HigherEd help site link and go to “student tutorials”). If you continue to experience problems please contact your Tk20 Unit Administrator at [880-2126](tel:880-2126). **You cannot complete this course successfully until all Tk20 assignments are attached to your Tk20 binders.**

X. T-CERT

TEXES Certification Exam Review for Teachers (T-CERT) is a portal – based **educator test preparation program** provided through a partnership with the Texas Education Agency. The site is designed to enhance the preparation you have received through your teacher preparation program.

Modules provide reviews for several of the most popular teacher certification areas. The T-CERT review includes online content, handouts, presentations, videos, practice questions and scheduled on-line chats with others preparing for the same exam and a subject matter expert. T-CERT is provided at no cost and **the certificate of completion for the T-CERT PPR review will be required to register for the LU Test, EC-12 PPR**. Completion of the T-CERT review meets educator preparation requirements of TAC §228.35 (a)(3)(C). Go to <https://pact.tarleton.edu/TCERT/> to access T-CERT.

XI. LU Tests Policy

You must pass the LU PPR test with a score of 75 or above before you are allowed to student teach. Passing, with a score of 75 or above, all required content and professional pedagogy LU tests is prerequisite to the clinical teaching semester. **Do NOT procrastinate! Take your proficiency tests as soon as possible.**

XII. Fitness to Teach Professional Policy (*with permission from UTSA FTT Policy with LU adaptations*)

All teacher candidates in the LU Educational Preparation Program (EPP) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess. Teacher candidates should be aware that satisfying the curriculum and testing requirements alone does not qualify a candidate for recommendation by Lamar University (LU) to the State of Texas for teaching certification. Teacher candidates are required to read, acknowledge and agree to adhere to the Lamar University Fitness to Teach Professional Policy that can be found on the COEHD website.

PEDG 4340 Rubric

Assignment	Pts. Possible
1) Professionalism	10
2) Classroom Management Plan (divided into 5 sections- graded in 2 parts) <ul style="list-style-type: none"> • Intro- Revised Philosophy • CMP 1 • CMP 2 • CMP 3 • CMP 4 • CMP 5 • Final Presentation 	30
3) Omnibus (30 points total) <ul style="list-style-type: none"> • Grade check 1 (15 points) • Grade check 2 (15 points) 	30
4) Field Binder/Folder <ul style="list-style-type: none"> • Verification Form • TAPR report • Diversity Report • Field Notes • Field Lesson 1 and reflection • Field Lesson 2 and reflection • Final Reflective Paper 	25
5)Crew work <ul style="list-style-type: none"> • “Strategies” Daily Presentations • Strategies Book • “Management Book” Discussions 	5
6)Tk20 – upload or complete the following <ul style="list-style-type: none"> • Self disposition • Diversity report • Scanned verification page • Classroom management plan • Philosophy of Teaching • End of Course FE Reflection 	ALL required
Total Possible Points	100

Instructional Activities, Assignments and Assessments
PEDG 4340/4380

INSTRUCTOR'S EXPECTATIONS:

- Students will be expected to attend class, participate and read assignments prior to class in order to be prepared for class discussions.
- **You are expected to read the chapter or assignment before attending class.** Class activities and discussions will be based on the readings.
- Assignments will be scored on content, completeness, professionalism, and correct mechanics and grammar. Rubrics for all assignments will be provided.
- **Assignments are expected to be turned in free of spelling, mechanics and grammatical errors. Papers with too many errors will be returned ungraded. Ungraded papers must be resubmitted within one week and will be counted late.**
- Check class schedule for due dates of assignments. **Late work is accepted and will receive points deducted according to the assignment's weight.** Emailed assignments must be submitted on the due date by the designated time. (11:59pm) Assignments later than 2 weeks will **NOT BE GRADED.**

1) PROFESSIONALISM – (10% of final grade)

- Students in the Lamar Educator Preparation Program are expected to behave in a professional manner at all times. Professional behaviors include being prepared and prompt for class and field visits, reserving the time necessary for doing your best most professional work, demonstrating a positive and respectful attitude and being engaged in all teaching and learning activities and your attitude in class and in the field. This is a subjective grade is based on your professional behaviors, **attendance**, and disposition. This includes cell phone use during class!!!!

2) CLASSROOM MANAGEMENT PLAN (CMP) – see handout and rubric for details (30% of final grade)

- **The CMP will be graded in 2 parts.**
 - **Part 1 includes:**
 - **Philo of Teaching**
 - **CMP 1**
 - **CMP 2**
 - **CMP 3**
 - **Part 2 includes:**
 - **CMP 4**
 - **CMP 5**
 - **Presentation**
- You will describe your plan for organizing and managing your classroom. (See Classroom Management Plan protocol and rubric.)
- The Classroom Management Plan is a five (5) part plan.
- You will **combine all the parts** and copy and paste the document to Tk20 at the end of the semester.
 - **REVISED PHILOSOPHY OF TEACHING – see handout and rubric for details**
 - Locate and revise the philosophy of teaching you wrote for PEDG 3300 (3310, 3320)
 - Your philosophy should now evolve to include the content of this course.
 - When it is approved, you may **copy and paste** it to Tk20.

3) Omnibus (30% of final grade)

Classroom Management 4340 LEERKAMP

- Two checks (15% each) at middle and end of semester. You should be showing to me constantly though for spot checks.
- Each reading/chapter should have 3 “flags” and 2 expansions on back.
 - Flags are merely post-its with gold from the readings. The best stuff...could be a quote or paraphrase. (flags go on the front of a page)
 - Expansions should be several sentences or a paragraph expanding thoughts from the reading to usage/past experiences/fieldwork/other content. (expansions go on the back of the flag page)
- **Daily Notes**
- **CMP Planning**

4) **Field Experience Folder/Binder - 30 HOURS CLASSROOM VISITS (25% of final grade)**

- The verification form noting 30 hours of field work must be dated and signed by your mentor **in colored ink after each visit. It will be scanned and uploaded to TK20.**
- This is where you will take notes while in the field
- CMP subjects will be given before hand and some focal points (you should add some focal points too)
- Expansions generally should be done after/outside of observations
- Prep these before entering field observations
- This will feed directly into the End of Course Reflection
- Parts Included:
 1. **Verification Form**-The verification form noting 30 hours of field work must be dated and signed by your mentor **in colored ink after each visit. It will be scanned and uploaded to TK20.**
 2. **TAPR report**
 3. **Diversity Report**
 4. **Field Notes**- use the sheets provided
 5. **Field Lesson 1 and reflection**
 6. **Field Lesson 2 and reflection** You will **plan, teach and reflect on two (2) lessons** in the field. These lessons should be from two different core content areas. Follow the lesson plan format provided. **Focus on the classroom management issues** addressed in the planning and implementation of the lesson. You will type a personal reflection of each lesson – a typed paper discussing each of your lessons: what you liked/didn’t like, what you would do again or change, how you felt about the lesson, etc., what was the student learning outcome? Follow the template. *It is your responsibility to contact your Lamar supervisor and arrange for them to watch you teach one of these lessons. Students will not receive a grade in the field course without being observed by the LU supervisor. You must provide your Lamar supervisor with a copy of your lesson plan on the day the supervisor comes to watch you teach.*
 7. **End of Course Field Experience Reflective Paper** A reflective paper discussing what you learned from your field experience and how it related to the course content and class discussions. Be sure to include how this course helped you. **The paper should be 2-3 typed pages, double spaced and a legible font no larger than 12.** This paper will be **copy and pasted** into the proper section of TK20. The paper will be graded after its upload. Review the **rubric on TK20** as well

5) **Crew Work (5% of final grade)**

- “Strategies” Daily Presentations
- “Management” Discussions