



**EFC 350: Classroom Management Syllabus  
Spring Quarter 2018**

<b>Sections</b>	<b>Days</b>	<b>Time</b>	<b>Room</b>
350-01	TTH	1:00-2:20	BH 136
350-02	TTH	8:00-9:20	BH 222

**Instructor:** Dr. Jan Byers-Kirsch (Dr. J or JBK)

**Office Phone:** 509-963-1478

**Email:** [jan.byers-kirsch@cwu.edu](mailto:jan.byers-kirsch@cwu.edu)

**Office:** Black Hall 214-14

**Office Hours:** Mon., Wed., and Fri. by email appt.

I will respond to emails within 24 hours M-F and 48 hours on weekends.

*It is imperative for your success that you contact me if you need clarification or assistance.*

**NOTE:** Email is a professional correspondence requiring a greeting, signature, professional language, and accurate writing.

**Catalog Description**

Credits: (3). Development of values, confidence, assertiveness skills, and decision-making skills in classroom management. Development of a comprehensive management plan for first year teaching. Includes a field experience or alternative component.

Prerequisites: Admission to the Teacher Certification Program, PSY 314, EFC 315, 320, 330, 340.

**Course Rationale**

EFC 350 Classroom Management is required as part of the CWU **Professional Education Program (PEP)** in the *Dept. of Curriculum, Supervision and Educational Leadership* leading to Washington State Residency Teacher Certification. It is part of the third segment of PEP courses which culminate in student teaching.

EFC 350 is aligned with the *Washington Administrative Code (WAC)* 181-78A-220 in terms of preparing candidates to be competent teachers. The **Professional Educator Standards Board (PESB)** is responsible for the approval of teacher education programs, including the requirements for candidates to be admitted to a teacher education program and to be certified. The PESB implemented the *WA Teacher Performance Assessment (edTPA)* in which candidates will demonstrate skills in Planning, Instructing, Assessing, Reflecting, Academic Language, and Student Voice, and in EFC 350 plan to integrate classroom management strategies in each area.

## **Washington Administrative Code (WAC 181-78A-270)**

### Approval Standard- Knowledge and Skills

#### **(1) Teacher Residency Certification**

Each preparation program must be in compliance with the program approval standards of WAC 181-78A-220:

##### **(a) Effective Teaching**

**1.a.i.** Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.

**1.a.ii.** Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

**1.a.iv.** Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others.

**1.a.v.** Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student.

**1.a.vi.** Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.

**1.a.vii.** Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.

**1.a.viii.** Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

**1.a.ix.** Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.

**1.a.xi.** Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

##### **(b) Professional Development**

**1.b.** Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

##### **(c) Teaching as a Profession**

**1.c.i.** Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

**1.c.ii.** Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

##### **(d) Performance Assessment**

**1.d.** An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the Professional Educator Standards Board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b) and (c) of this subsection and understands teacher impact on student learning. Beginning January 1, 2014, all candidates will complete and pass the **Teacher Performance Assessment (edTPA)** per WAC 181-78A-264 as authorized by the Professional Educator Standards Board.

## **PROFESSIONAL EDUCATION PROGRAM GOALS**

### **Learner Outcomes for Teacher Candidates in EFC 350**

#### **1. Teacher candidates will be able to construct, implement, and assess a curriculum that is coherent and aligned with state standards.**

- a. Teacher Candidate Proficiencies
  - i. Possess the reading and writing skills expected of a teacher.
  - ii. Be a reflective practitioner.
  - iii. Have background in aesthetic, creative, critical, mathematical, and scientific reasoning sufficient to integrate them into their instruction.
  - iv. Be able to teach students to effectively communicate by listening, speaking, viewing, and visualizing.

#### **3. Teacher candidates will be able to plan and implement instruction based on learner characteristics and the context of the school and community.**

- a. Classroom Management
  - i. Develop and provide a rationale for a classroom management plan appropriate for grade level and content area.
  - ii. Implement effective classroom management strategies that promote student learning; encourage collaboration, cooperation, positive social interaction, conflict resolution skills, and individual and group motivation; and value each learner's unique contributions.
- b. Learning Theories
  - i. Describe and apply the basic tenets of a variety of learning theories.
  - ii. Describe typical developmental progression in cognitive, social-emotional, and psychomotor domains from birth through adolescence.
  - iii. Identify how socialized and innate individual differences affect learning.
  - iv. Identify verbal and nonverbal communication strategies that are developmentally and situationally appropriate.
- c. Cultural Diversity
  - i. Demonstrate the knowledge, skills, and dispositions necessary to participate in a broad spectrum of culturally responsive and relevant educational practices.
  - ii. Identify and use effective research-driven instructional techniques, strategies, and planning within the context of various racial, ethnic, cultural, socioeconomic, gender, and linguistic student populations.
  - iii. Integrate students' culture into classrooms in a responsible, respectful, and relevant way.

- iv. Reflect on and critically analyze their own attitudes and beliefs to challenge negative assumptions and stereotypes about students.
- f. Context
  - i. Recognize and apply knowledge of the community, school, and classroom, including learner characteristics and social, cultural, political, environmental, and economic contexts to instructional and management practices.
  - ii. Demonstrate the ability to work effectively with students of various abilities, and from various racial, cultural, and linguistic populations.
- g. Democracy
  - i. Develop dispositions and strategies that foster democratic values, civic engagement, and effective citizenship in their students.
  - ii. Design and implement a classroom environment that promotes self-governance and mutual respect.

**4. Teacher candidates will understand teaching as a profession, including professional and ethical responsibilities, relevant law and policy, and educational foundations.**

- b. Professionalism
  - i. Demonstrate the character traits of respectfulness, trustworthiness, fairness, caring, citizenship, and responsibility.
  - ii. Demonstrate the dispositions and skills of effective educators.
  - iii. Demonstrate the ability to communicate effectively with other educational professionals, students, and their parents.
  - iv. Plan for ongoing professional development.
- c. Research
  - i. Demonstrate the ability to investigate and synthesize information regarding current issues in educational practice.
  - ii. Demonstrate the ability to make instructional decisions based on relevant and reliable research.

**5. Teacher candidates will participate in and reflect productively on multiple and diverse instructional field experiences** (fulfilled by viewing/discussing assigned videos)

- a. Successfully participate in multiple field experiences, progressing through successively more significant teaching and learning activities, culminating in student teaching.
- b. Engage in multiple field experiences that reflect the diversity found in the state of Washington.
- c. Participate in different forms of field experience including observation, interaction, application, and reflection.

**REQUIRED COURSE MATERIAL**

Burden, P. (2017). *Classroom management: Creating a successful K-12 Learning Community*. (6<sup>th</sup> ed.). Hoboken, NJ: Wiley

edTPA. (2017). *Teacher performance assessment **REPLACE these bold words with your content title in lower case italics** Washington handbook*. Retrieved from <http://edtpa.aacte.com/>

Office of Superintendent of Public Instruction (n.d.). *Washington state report card*. Retrieved from <http://www.k12.wa.us/>

School District Name. (n.d.). *School Name*. Retrieved from [URL](#). (**Note: use for all webpages**)

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc. (**Note: use for all Wong videos**).

**SPECIAL NOTE:** I will show some of the Wongs' 8 videos in class that humorously illustrate the concepts in the Wong 2009 book. You may also check them out from the set available in the Multimodal Education Center in Black Hall. You may also order the DVDs or online access at **Harry Wong Publications, Inc.** [www.effectiveteaching.com](http://www.effectiveteaching.com)

*You are encouraged to include supplemental resources found on Canvas in your Classroom Management Plan. If the source isn't obvious, citation isn't required.*

**Highly Recommended Resource Book** (available in the Wildcat Shop or from author's website)

Wong, H.K., & Wong, R.T. (2014). *The classroom management book*. Mountain View, CA: Harry K. Wong Publications, Inc.

### **SUPPLEMENTAL MATERIAL (on Canvas)**

Albert, L. (1989). *A teacher's guide to cooperative discipline: How to manage your classroom and promote self-esteem*. Circle Pines, MN: AGS

Charles, C. M. (2014). *Building classroom discipline*. (11<sup>th</sup> ed.). Boston, MA: Pearson Inc.

Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.

Garrett, T. (2014). *Effective classroom management: The essentials*. New York: Teachers College Press.

Gibbs, J. (1995). *Tribes: A new way of being together*. Sausalito, CA: CenterSource Systems.

Gruwell, E. (2007). *The freedom writers' diary*. New York: Broadway Books.

Hartman, T. (2007). *The people code*. Simon and Schuster Publishing

Hougan, E. (2008). *The road to teaching: A guide to teacher training, student teaching and finding a job*. Charles, SC: Book Surge Publishing.

Kagan, S. (1994). *Cooperative learning*. San Clemente, CA: Kagan Cooperative Learning.

- Korb, R. (2012). *Motivating defiant and disruptive students to learn*. Thousand Oaks, CA: Corwin.
- Mali, T. (2012). *What teachers make*. New York: Penguin.
- Marzano, R. J., Marzano, J. S. & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Nissman, B. S. (2009). *Teacher-Tested classroom management strategies*. (3<sup>rd</sup> ed.) Boston: Pearson.
- Rubinstein, F. (1999). *The reluctant disciplinarian*. Helena, MT: Cottonwood.
- Thompson, J. G. (1998). *Discipline survival kit for the secondary teacher*. West Nyack, New York: The Center for Applied Research in Education.
- Voss, A. (2011). *Understanding your child's sensory signals*. Lexington, KY: Angie Voss, OTR/L.

### **REQUIRED TECHNOLOGY**

1. Access to a *word processor* with current levels of functionality and *Internet* connection.
2. Competence to use standard online and word processing features. *Mac users must save documents as a .doc, .docx or .rtf file extension in order to upload files in Canvas.*
3. Competence in use of **Canvas** program and understand assignments will be *evaluated for plagiarism in Turnitin.*
4. Competence to view, *create and post videos* online.
5. Post **ALL assignments to Canvas** and **print, bind, and submit final CMP Artifact.**
6. Check your **CWU e-mail and Announcements daily.** I will communicate through Canvas Inbox and Announcements.
7. Review your **EFC 350 Canvas frequently** for postings. I will post **Weekly Tasks in the Modules.** The Online Learning webpage can assist you and tutorials for how to use Canvas are available at <http://www.cwu.edu/online-learning/canvas-help-and-support-students>
8. **ITS Service Desk:** Bouillon Lobby; Email: [servicedesk@cwu.edu](mailto:servicedesk@cwu.edu); **Ph:** 509-963-2001
9. **Canvas Helpdesk:** BH Multimodal Center; Email: [support@instructure.com](mailto:support@instructure.com); **Ph:** 877-399-8897 (a real person is available 24/7). The *Online Learning* webpage can assist you and tutorials for how to use **Canvas** are available at <http://www.cwu.edu/online-learning/canvas-help-and-support-students>

### **RESOURCES**

**APA Format: (See also APA Writing Format Guidelines in Canvas)**

<http://owl.english.purdue.edu/owl/resource/560/01/>  
[www.APASTyle.com](http://www.APASTyle.com)

**Office of Superintendent of Public Instruction (Teacher Certification and K-12)**

<http://www.k12.wa.us/>

**Plagiarism**

<http://owl.english.purdue.edu/owl/resource/589/01/>

## **Positive Behavioral Intervention Support World**

[www.pbisworld.com](http://www.pbisworld.com)

## **Professional Educator Standards Board (Teacher Preparation)**

<http://www.pesb.wa.gov/>

## **Student Teaching**

<http://www.cwu.edu/field-experience/student-teaching-information>

## **edTPA Teacher Performance Assessment**

<http://edtpa.com/>

## **EXPECTATIONS AND POLICIES**

### **Americans with Disabilities Act**

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience barriers to learning, discuss your concerns with your instructor. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email [ds@cwu.edu](mailto:ds@cwu.edu) for more information.

### **Academic Honesty**

This term is defined in the CWU Conduct Code 11. B. Candidates are expected to do their own work; giving or taking assistance on assignments or exams in attempt to gain credit for work that is not your own is considered plagiarism or cheating. Academic resources used should be appropriately cited using **APA format**. Assignments submitted in Canvas will be screened for plagiarism using *Turnitin*. Consequences may include a zero on the assignment, failing the course, and a recommendation for university disciplinary action.

### **Professional Disposition**

Candidates are expected to demonstrate a professional disposition. This includes but is not limited to: attendance, preparedness, group participation and posting responses to peers, positive support of and respect for classmates' ideas, appropriate communication skills, written work completed accurately without plagiarism, and *submitted on time*. This course emphasizes learning through reading resources, in-class and Discussion Board participation, guest speakers, and asking questions; therefore, attendance and participation are an essential component and a professional commitment. Texting during class is not acceptable; phones should be off and stowed. You are encouraged to collaborate with your colleagues. *If you experience issues of any kind that may impede your success, or receive an email from the instructor expressing concern, the expectation is for you to contact me ASAP to resolve the problem together.*

### **Written Assignments**

1. All written assignments are expected to **well-prepared and error-free**.
2. Use **spell-check tools and proofread** before submitting work.
3. It is recommended that candidates needing assistance with writing research, style, or mechanics should make an appointment with the University Writing Center for assistance in the Library ARC. Teachers are held to a higher standard of written communication. Call 509-963-1270 for an appointment. Also available are grammar handouts and other writing resources at [www.cwu.edu/~writingcenter](http://www.cwu.edu/~writingcenter)
4. All assignments must be word-processed, **double-spaced, 12-point** standard black font (TNR preferred), one-inch margins, unless otherwise stated.
5. Use a **centered, bolded heading** with the **title of assignment ONLY**.
6. **APA format** should be used for heading format and citations (see **APA Writing Format Guidelines** in Modules, Week 1 or visit Owl at Purdue website).
7. Save documents in **Word (doc or docx), Rich Text Format (rtf)**, to **Turnitin** (see sample assignment) in Canvas. Don't submit a PDF file because I can't do editing comments.
8. Assignments are expected to be posted on Canvas by **midnight** of the due date.
9. I may give notice that a hard copy may be required also or instead.
10. Late assignments will receive a **50%-point reduction the second day and a zero thereafter**. **Contact the instructor about extenuating circumstances BEFORE the due date for consideration, but not a guarantee of extension.**
11. Revisions for scores lower than a C may be discussed but are not guaranteed.
12. Candidates should contact me with questions/issues **BEFORE** the due date.

## ASSIGNMENTS

### **1. Attendance and Participation: 10%**

Attendance is mandatory when we meet on campus. If you are not present, you do not earn attendance points. Candidates are expected to participate in class activities and complete a several Discussion Board postings regarding group presentations or assigned readings and peer responses. Instructions are available on Canvas for each DB posting. Please follow the **Weekly Schedule**, be prepared when you come to class, and use the resources provided in Canvas.

### **2. Burden Theorists Research Presentation 5%**

Candidates will be assigned a partner and a theorist(s) from the Burden textbook to research and summarize in a 4 min. class presentation. The presentation will be posted on Canvas Discussion Board for peer review (scored under Burden Theorist Presentations) and to use in their assignments. The presentation will summarize and demonstrate the assigned theorists' cogent constructs and management strategies as well as applications to the classroom setting.

### **3. edTPA Group Presentations 5%**

Candidates will download from LiveText and review the current *edTPA Handbook* for their content area. You will work with an assigned group to create a presentation summarizing ONE



of the 6 edTPA Tasks and implementing classroom management strategies. It will be posted on Canvas Discussion Board for peer review (scored under edTPA Group Presentations) and to use in completing Assignment 4.

#### **4. Developmental Assignments: 40%**

Your five developmental assignments will be combined into your culminating Classroom Management Plan as part of your final Artifact. Instructions and rubrics for each assignment are available on Canvas.

*Although these assignments are completed separately, candidates should be mindful of how to reflect the cogent components of each assignment in the final Artifact at the time they are being constructed. Review the **Artifact Inventory Chart** on Canvas and make notes about where you met the outcomes to include in your Artifact at the end of the quarter. Work smarter, not harder!*

1. Demographic Factors Influencing Classroom Management
2. Classroom Environment and Philosophy
3. Communication and Behavior Plan
4. edTPA Summary and CM Strategies\*
5. Video and Field Experience Reflection\*\*

\*edTPA Summary and CM Strategies

Assignment 4 is based on the information from the **edTPA Group Presentations above**. Each candidate will write a summary of the salient and applicable components gleaned for ALL 6 Tasks for his/her content area using the group presentations and collaboration to complete Assignment 4.

\*\*Video and Field Experience Reflection

Assignment 5 is designed to meet PEP Goal 5 in lieu of a field experience in this course. Candidates will be required to select, view, and describe two videos illustrating a teacher in front of students, which demonstrate classroom management strategies based on the given criteria. Candidates will also describe a previous field experience or observation based on the given criteria.

#### **5. Artifact-Classroom Management Plan: 30%**

The Artifact will be an integrated collection of your beginning efforts to anticipate the scope of classroom management responsibilities you will have in your classroom as shown in your Classroom Management Plan. The reflection also addresses your professional development, which is a change in your perspective about yourself as a teacher and your plans to become more proficient in the future.

- The *EFC 350 Class Mgt. Plan Checklist* of instructions, *EFC 350 Artifact Inventory*, and rubric are available under *Classroom Management Plan Artifact* assignment on Canvas.
- **The Artifact will be posted on Canvas AND printed and spiral bound.**
- Candidates are required to *submit a hardcopy of the plan* to the instructor by the due date.
- Having a professional “published” plan is highly recommended and useful for your future in student teaching and job interviews.

Contents of the Classroom Management Plan:

- Table of Contents
- Self-Assessment Reflection on how you met the PEP Learner Outcomes in your plan
- Inventory Chart-key evidence in your plan of where you met the PEP Learner Outcomes
- 5 Developmental Assignments
- Reference Page

**6. Final Presentation: 10%**

Candidates will demonstrate a role-play of a classroom management scenario from the instructor using strategies learned in the course. It will require one or more other people to act as students. *The 4-5 min. role-play will be demonstrated in class during finals week and the reflection posted on Canvas.* The purpose is to reflect on strategies learned and applied to a specific situation. Instructions are available on Canvas.

**GRADING SCALE**

Rubrics are provided in Canvas for each assignment. You must click on the assignment “Feedback” to review instructor feedback and the click on the “Rubric” comment boxes to review grading comments. *It is expected you will use it to change successive assignments.*

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+
90-93 = A-	84-86 = B	74-76 = C	64-66 = D
	80-83 = B-	70-73 = C-	60-63 = D-Below 60 = F

**Tell me, I forget.**

**Show me, I remember.**

**Involve me, I understand.**

~Chinese Proverb

**Never mistake knowledge for wisdom.**

**One helps you make a living, the other a life.**

~Eleanor Roosevelt, First Lady

### 350 TENTATIVE WEEKLY SCHEDULE

Wk	Date	Advance Preparation	Topic/Discussion	Assignment	Due Date
1	3/27 3/39	Syllabus APA Guidelines Artifact Inventory Review Canvas Resources Week 1  <b>Read Ch. 1</b>  <b>Read Wong A</b>	REVIEW Syllabus, APA Format, Artifact Inventory Chart: PEP Goals=Outcomes CMP See OSPI Report Card-Choose a School District & School Review Social Indicators <b>Burden presentations</b> ( <i>see Canvas People</i> )  <i>Understanding Management and Discipline</i>  <i>Basic Understandings-The Teacher</i> <i>Video 1: The Effective Teacher</i>	Post picture Discuss. Board: Intro to CL  Plan w/partner	3/30  4/1  4/10
2	4/3 4/5	<b>Read Ch. 2</b> <b>Read Ch. 7</b> Review Canvas Resources Week 2  <b>Read Wong B</b>	<i>Models of Discipline</i> <i>Knowing Your Diverse Students</i>  Review The 5 Priorities of CM <b>Take Hartman Personality Profile</b> <b>Take Discipline Survey</b>  <i>1<sup>st</sup> Characteristic-Positive Expectations</i> <i>Video 2: First Days of School</i> <i>Video 8: Positive Expectations</i>	A1: Demographic Factors	4/9
3	4/10 4/12	<b>Class Presentations</b> Review Canvas Resources Week 3  <b>Read Ch. 3</b> <b>Read Ch. 4</b>  <b>Read Wong C</b>	<b>Discuss Burden theorists</b> <b>Chapter 2, Models of Discipline</b>  <i>Preparing for the School Year</i> <i>Choosing Rules and Procedures</i> <i>Complete Design Your Teacher</i>  <i>2<sup>nd</sup> Characteristic-Classroom Mgt.</i> <i>Video 4: Procedures and Routines</i>	Presentation posted on DB	4/10
4	4/17 4/19	<b>Read Ch. 5</b> <b>Read Ch. 6</b> <b>Read Ch. 11</b> Review Canvas Resources Week 4  <b>Read Wong C</b>	<i>Maintaining Appropriate Student Behavior</i> <i>Communication Skills for Teaching</i> <i>Collaborating with Colleagues and Families</i>  <b>READ a journal article</b>  <i>2<sup>nd</sup> Characteristic-Classroom Mgt.</i> <i>Video 3: Discipline and Procedures</i>	A2: Classroom Environment & Philosophy	4/20
5	4/24 4/26	<b>Read Ch. 9</b> <b>Read Ch. 10</b> Review Canvas Resources Week 5	<i>Responding to Inappropriate Behavior</i> <i>Dealing w/Challenging or Violent Students</i>  <b>READ a journal article</b> PBIS resources Discuss Case Studies		

		<b>Read Wong C</b>	<i>2<sup>nd</sup> Characteristic-Classroom Mgt.</i>		
6	5/1 5/3	<b>Read Ch. 8</b> Review Canvas Resources Week 6  <b>Read Wong D</b>	<i>Planning and Conducting Instruction</i>  <b>READ a journal article</b> RTI process Reluctant Disciplinarian Fires in the Bathroom  <i>3<sup>rd</sup> Characteristic: Lesson Mastery</i> <i>Video 5: Cooperative Learning</i> <i>Video 6: Lesson Mastery</i>	A3: Communication and Behavior Plan	4/30
7	5/8 5/10	<b>Bring edTPA Handbooks Tues.</b> Review Canvas Resources Week 7	Group Task work presentation on <b>Tues.</b> <b>GROUP PRESENTATIONS on Thurs.</b> edTPA Tasks 1-6 and CM strategies (use to complete Assignment 4)	Presentation posted on DB  A4: edTPA & CM Strategies	5/10  5/18
8	5/15 5/17 <b>Meet in BH 105</b>	<b>Review CMP Artifact Checklist and Artifact Inventory Chart</b> Review Canvas Resources Week 8  View DVD (back of Wong book) and doc	Review Classroom Management Plan Artifact requirements and expectations  <i>Video: Mrs. C. Seroyer on Using the First Days of School (ELA classroom)</i> Mrs. Seroyer's 1 <sup>st</sup> yr. class mgt. plan	CMP Artifact	6/4
9	5/22 5/24	<b>Read 2 Journal Articles from Canvas Module</b>  <b>Read Wong E</b> Review Canvas Resources Week 9	Share/discuss journal articles Discuss Class Mgt. scenarios  <i>Future Understandings-The Professional Framework for Teaching and Learning</i> Effective Teacher Characteristics <i>Video 7: The Professional Educator</i>	A5: Video and Field Experience Reflection	5/29
10	5/29 5/31	<b>Review Final Role Play criteria</b> Review Canvas Resources Week 10	Mock Interviews Jeopardy activity Insights from 2 CWU 1 <sup>st</sup> year teachers Resume' seminar	Final Role Play and Reflection	Finals Week
FW	6/4-8	Artifact and Final Role Play/Reflection	<b>Submit Artifact hardcopy by 5 p.m. and post in Canvas.</b> <b>Submit Final Reflection on Canvas.</b>	<b>CMP Artifact</b>  <b>Final Role Play</b>	<b>6/4</b> <b>See Final Schedule</b>