

**EDUC 3213 101 Mngmt Tech Elem-Midd Sch-Secd
Fall 2025**

Midwestern State University
Gordon T. & Ellen West College of Education

Class Meets

Bridwell Hall 209
August 25- December 5, 2025
Tuesdays and Thursdays 2:00PM-3:20PM

Instructor/Contact Information:

Instructor: Christina Janise Wickard, PhD
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Office: BH 308H

Office Hours: Tuesday & Thursdays 11:30 AM-1:30 PM, Wednesday 9AM-10AM. Appointments are recommended to avoid conflicts. Zoom appointments also available for other times outside of office hours- contact by email to discuss times.

Instructor Response Policy

The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual, phone, or in-person meeting, depending on your needs.

Course Description

The management of the classroom to optimize student learning. The development of management skills such as active listening, reality therapy, and conflict resolution.

This course focuses on the introduction and development of management and instructional techniques to optimize student learning with emphasis on establishing and maintaining safe and effective learning environments for elementary, middle school, and secondary settings.

Textbook & Instructional Materials

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West **Or**
Sprick, R. (2013). *Discipline in the Secondary Classroom*. John Wiley & Sons. San Francisco.

Required Technology

All students must have Internet access and the following technology applications: appropriate hardware in order to access D2L, Word Processing software. For lab, you are encouraged to bring your laptop or other digital device to work with.

Course Objectives/Standards

The teacher candidate will acquire the necessary knowledge and skills to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The knowledge and skills will be developed within the following objectives:

**Additional standards listed in Appendix A*

Course Objectives	Standards	Assignments/Assessments
#1 Design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement	<p>RULE §149.1001 Texas Teacher Standards Standard I - Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. A, B</p> <p>Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. B,C</p> <p>Standard 5— Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.</p>	<p>Lesson Plan Classroom Activities</p>

Course Objectives	Standards	Assignments/Assessments
	<p>B,C,D</p> <p>Exam Framework Pedagogy and Professional Responsibilities EC-12 (160)</p> <p>Standard I</p> <p>The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment</p> <p>Domain I</p> <p>Comp 3: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</p> <p>A</p> <p>Comp 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.</p> <p>B,E,F,G,H,I</p> <p>Comp 4: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.</p> <p>I,K,L</p>	
<p>#2 Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;</p>	<p>RULE §149.1001</p> <p>Texas Teacher Standards</p> <p>Standard I - Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated</p>	<p>Classroom Activities</p> <p>Lesson Plan</p> <p>IRIS Modules</p> <p>Observation Reflections</p> <p>Comprehensive Management Plan</p>

Course Objectives	Standards	Assignments/Assessments
	<p>instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p> <p>C</p> <p>Exam Framework Pedagogy and Professional Responsibilities EC-12 (160)</p> <p>Standard I</p> <p>The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>Domain I</p> <p>Comp 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.</p> <p>E</p>	
<p>#3 Organize a safe, accessible, and efficient classroom established during the first 1-20 days of school, while monitoring, changing, and sustaining effective management practices to meet the needs of all students throughout the year;</p>	<p>RULE §149.1001</p> <p>Texas Teacher Standards</p> <p>Standard 4--Learning Environment.</p> <p>Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.</p> <p>A,B,C,D</p> <p>Exam Framework Pedagogy and Professional Responsibilities EC-12 (160)</p>	<p>Classroom Activities</p> <p>Comprehensive Management Plan</p> <p>First 15 Days Reflection</p> <p>IRIS Modules</p>

Course Objectives	Standards	Assignments/Assessments
	<p>Standard II The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</p> <p>Domain II Comp 5: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.</p> <p>A, B, C, D, E, F, G</p>	
#4 Establish, communicate, and maintain clear expectations for student behavior with intentional focus during Days 1-20 so student learning may be sustained through effective procedures and routines;	<p>Exam Framework Pedagogy and Professional Responsibilities EC-12 (160)</p> <p>Standard II The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</p> <p>Domain II Comp 006- The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.</p> <p>A, B, C, D, E, H, I, J</p>	<p>Classroom Activities</p> <p>Comprehensive Management Plan</p> <p>First 15 Days Reflection</p> <p>Observation Reflections</p>
#5 Lead a mutually respectful and collaborative class of actively engaged learners beginning Day 1 and sustained throughout the entire school year.	<p>Exam Framework Pedagogy and Professional Responsibilities EC-12 (160)</p> <p>Standard III The teacher promotes student 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.</p>	<p>Classroom Activities</p> <p>Comprehensive Management Plan</p> <p>First 15 Days Reflection</p> <p>Observation Reflections</p>

Course Objectives	Standards	Assignments/Assessments
	Domain III Comp 007- The teacher understands and applies principles and strategies for communicating effectively in varies teaching and learning contexts. A, B, C, D	

(Adopted from the TEACHER STANDARDS, Texas Administrative Code, Chapter 149, Subchapter AA, §149.1001)

**Students in this course utilize the [Texas Essential Knowledge and Skills, English Language Proficiency Standards](#), and the [College and Career Readiness Standards](#) when learning to design lessons.*

WCoE Philosophy & Conceptual Framework Overview

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self- contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for “cause beyond self” are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors. The outcomes for graduates and undergraduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of

the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table 1- Assignments and Points

Assignments	Points
Lesson Plan	50
Comprehensive Management Plan	100
Lab Participation (10@10)	100
Midterm Test	100
Observation and Reflections	50
Total Points	400

Table 2- Grading

The percentage of total points will determine final grade.

Grade	Percentage of total points
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% or less

Course Assignments and Assessments

Participation and Reading

Read all assignments carefully. Take notes during reading and any related lecture and /or discussion. Whether or not it is discussed in class, you are responsible for the content of all assigned reading. Take notes over your reading and review these after each class. You will be engaging in numerous in-class activities as individuals and in groups. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all class activities; therefore, attendance is crucial. Class participation in activities such as the in-class case study analyses, in class quizzes, or activity assignments cannot be made up. The only exception to this is an excused school activity that is pre-approved and documented, or a notification from MSU.

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Quizzes and activities that are administered in class/lab can't be made up and will receive a zero. In order for you to get credit for anything you missed during an absence you must have documentation for a school absence or must contact the office of student rights and responsibilities and they must contact me about your absence.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (over 3) are considered evidence of lack of dependability, and are taken seriously.

Comprehensive Management Plan

A comprehensive plan that you develop to help you envision and plan for a productive learning environment and to reflect on why strong management skills are important. This performance-based assessment will be typed 12pt font TNR and turned in to D2L. This can be done in a word document or you may choose to create a webdoc using Googlesites.

Lesson Plan

Based on the content standards in your area and utilizing the WCoE lesson plan template, you will plan a lesson to help you understand its importance in content delivery as well management of the classroom. You must attach the reflection at the end of the plan. The reflection will come from sharing your lesson plan as well as the questions provided.

Discussion Participation and Reading and Classroom/Lab Activities

You will be engaging in numerous classroom activities. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all activities which will be assigned in class and cannot be made up if you miss. Therefore, be in class every time. The activities will vary from case studies, videos, to in-class writings. You must attend and complete the lab activity in order to receive credit for lab participation.

Observations & Reflections

You will spend time observing elementary, middle school, and high school videos. Reflections documenting these will be uploaded to D2L.

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom shall result, minimally, in a request to drop the class and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods

the grade will be an

F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Late Work

Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important communication skills. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. I will not accept assignments via email. Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Computer issues are not an excuse for missing a deadline. There are many places to access your class! Our online classes may be accessed from any computer, which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however, they are able to help you be connected to our online services. For help, log into [D2L](#).

Academic Dishonesty:

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#)

Plagiarism

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from [Student Handbook](#). All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Acceptable Use of Artificial Intelligence (AI) Tools

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

AI is an amazing tool and can be a powerful reference and resource; however, it should be used as a reference/resource only. Passing another person or entity’s work off as your own is dishonest and can also prevent you from properly learning the material you should in this course. Therefore, using AI to compose/create your assignments for you will not be tolerated. Assignments in which the professor suspects the majority was composed by AI will receive a zero. If a student receives a zero, the student may resubmit the work, revised in their own writing for half credit. The following are acceptable ways to use AI in this course but a citation must be provided to give credit to the AI program used:

- providing you an example answer to a question (put answer into your own words)
- give you a template or provide you a format to follow
- assist with wording difficult concepts (then put into your own words for your assignment)
- researching topics to give you additional information or other viewpoints on a topic
- ideas for lesson activities

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the topic dates may change as there may be more or less time needed for particular concepts. However, assignment due dates will not be moved up.

MSU-TEXAS Policies and Procedures and Dates:

Refer to: [Academic Calendar](#) for all deadlines.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). For specific information and information regarding financial aid policies, contact the MSU business office.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Inclement Weather

In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will be handled on a case by case basis.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [this link to report](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [this link to view policy online](#).

Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content

delivered for this course is based on accepted up to date research in the field.
The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West

Wong, H., Wong, R. (2018). 2nd Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

Marzano, Robert J. (2017) *The New Art and Science of Teaching*. Bloomington, IN: ASCD.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

Durwin, C. C., & Reese-Webber, M. (2019). *EdPsych: Modules*. (4th) Sage: Los Angeles, CA.

Appendix A

Standards/Competencies List

WCOE Standards/ InTASC Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

Link: [Council of State Chief School Officers InTASC Standards](#)

Texas Administrative Code

TITLE 19: EDUCATION

PART 2: TEXAS EDUCATION AGENCY

CHAPTER 149: COMMISSIONER'S RULES CONCERNING EDUCATOR STANDARDS

SUBCHAPTER AA: TEACHER STANDARDS

RULE §149.1001: Teacher Standards

Standard 1 A, B, and C: Instructional Planning; Link: [TAC Teacher Standards - Instructional](#)

Planning

Standard 4 A, B, C, and D: Learning Environment; Link: [TAC Teacher Standards - Learning Environment](#)

Standard 6A: Professional Practice; Link: [TAC Teacher Standards - Professional Practice](#)

The teacher candidate will possess the knowledge and skills required to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The teacher candidate will have the knowledge and skills outlined in Standard II of the *PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)* required of beginning teachers in Texas.

Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.13k: theories and techniques relating to managing and monitoring student behavior;
- 2.14k: appropriate behavior standards and expectations for students at various developmental levels;
- 2.15k: the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
- 2.16k: the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.19k: features and characteristics of physical spaces that are safe and productive for learning;
- 2.20k: the benefits and limitations of various arrangements of furniture in the classroom;
- 2.21k: procedures for ensuring safety in the classroom;
- 2.22k: physical accessibility as a potential issue in student learning;
- 2.18s: organize the physical environment to facilitate learning;

Teacher Standards:

Teacher Standard 1--Instructional Planning and Delivery. (A) (i, ii, iii), (B) (i, ii, iii), (C) (i, ii, iii)

Teacher Standard 3—Content Knowledge and Expertise. (B) (i, ii, iii), (C) (i, ii, iii)

Teacher Standard 4—Learning Environment. (A) (i, ii, iii), (B) (i, ii), (C) (i, ii, iii), (D), (i, ii, iii, iv)

STR Standards:

Standard 19 TAC §235.15 (c) Reading Pedagogy. (2)

Technology Application Standard I. 1.1s.

Technology Application Standard II. 2.1k.

Technology Application Standard IV. 6.4k.

Technology Application Standard VI. 7.1s 7.3s

**Students in this course utilize the [Texas Essential Knowledge and Skills, English Language Proficiency Standards](#), and the [College and Career Readiness Standards](#) when learning to design lessons.*

Appendix B

Inclement Weather: In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will be handled on a case by case basis.

Appendix C

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Course Calendar

Week	Activities/Assignments/Exams	Due Date for any listed assignments by 11:59 PM
Week 1	<ol style="list-style-type: none"> 1. Syllabus/ Key Assessments 2. Getting to Know One Another survey; Background check info and child protection training. 	8/31
Week 2	<ol style="list-style-type: none"> 1. The First Days of School 2. Lab How-To TK20, observation, reflection 	9/7
Week 3	<ol style="list-style-type: none"> 1. Vision Lab: Social Contracts- Fight or flight, motivation to shape behavior, proactive approach 	9/14
Week 4	<ol style="list-style-type: none"> 1. Vision Social Contracts- Fight or flight, motivation to shape behavior, proactive approach Lab: Contextual Factors and Needs Assessment 	9/21
Week 5	<ol style="list-style-type: none"> 1. Structure for Success- Behavior 2. Lab: Guidelines for Success, Rules, Beginning and Ending Routines, Attention Signals, Voice Levels 	9/28
Week 6	<ol style="list-style-type: none"> 1. Structure for Success- Behavior 2. Lab: Physical Space Plan, CHAMPS transitions 	10/5
Week 7	<ol style="list-style-type: none"> 1. Structure for Success- Instructional Decisions 2. Lab: Cooperative learning 	10/12

Week	Activities/Assignments/Exams	Due Date for any listed assignments by 11:59 PM
Week 8	<ol style="list-style-type: none"> 1. Lab: daily schedule, CHAMPS activities expectations, Procedures for teacher and student-centered activities, independent work periods. 2. Structure for Success 3. Effective grading practices/ grades/growth/ behavior, feedback, etc. 4. Lab: Managing student assignments, Missing and late work, Long range class goals 	10/19
Week 9	<ol style="list-style-type: none"> 1. Structure for Success- Behavior 2. Lab: Initial and ongoing parent positive contact, Emergency Plan 3. Teach Expectations 4. SEL, new student support 5. Lab: family support for guidelines for success/ parent letter, CHAMPS procedure visual 	10/26
Week 10	<ol style="list-style-type: none"> 1. Lesson Planning 2. Lab: No in person lab 3. Midterm 	11/2
Week 11	<ol style="list-style-type: none"> 1. Lesson Planning 2. Lab: lesson plan 	11/9
Week 12	<ol style="list-style-type: none"> 1. Using Data to Inform and Improve Management 2. Lab: daily schedule, CHAMPS activities expectations, Procedures for teacher and student-centered activities, independent work periods. 	11/16

Week	Activities/Assignments/Exams	Due Date for any listed assignments by 11:59 PM
Week 13	<ol style="list-style-type: none"> 1. Structure for Success 2. Effective grading practices/ grades/growth/ behavior, feedback, etc. 3. Lab: Managing student assignments, Missing and late work, Long range class goals, First 15 Days Video Analysis 4. Observations/Reflections due 	11/23
Week 14	<ol style="list-style-type: none"> 1. Positive Relationships 2. Motivational Strategies and Systems 3. Behavior Correction Strategies 4. Lab: Feedback, rewards, contingent/non-contingent, Motivation systems, ongoing positive interactions with parents, correction strategies <p>Lesson Plan final draft due in D2L</p>	12/3 This is a Wednesday
Week 15	Comprehensive Management Plan Due in D2L	12/7

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the topic dates may change as there may be more or less discussion needed for particular concepts. However, assignment due dates will not be moved up- keep track of due dates as some of the assignments are outside of class (on D2L) and will not be addressed in class.