EDUC3193 –Classroom Management for EC-3
Fall 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Conna Bral
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Preferred Form of Communication: Email
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings
Required Textbooks – None.
All readings materials will be provided within the course.

Course Description

This course focuses on the development of classroom management and instructional techniques in EC-3 settings with an emphasis on guidance techniques, age-appropriate intervention strategies, and establishing safe and effective learning environments for young children.

Course Competencies

Upon completion of this course, the student will be able to:

Competency 1: Plan standards-based lessons that are developmentally appropriate.
Competency 2: Analyze instructional strategies for diverse learners.
Competency 3: Identify research-based classroom management strategies.
Competency 4: Develop a safe and effective learning environment.

The *syllabus/schedule are subject to change.*

Standards

The following Texas curriculum standards and exam framework competencies are addressed in this course.

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)

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

Test 292 - Early Childhood: Prekindergarten-Grade 3
Domain II – – The Instructional Setting
Competency 004 (Social Skills, Emotional Development and Behavior Support): A. B. C. D.
Competency 005 (The Instructional Setting): A. D. E.

Test 293: Science of Teaching Reading
Domain I – Reading Pedagogy
Competency 001 (Foundations of the Science of Teaching Reading): I. L.

Pedagogy & Professional Responsibilities- Early Childhood: P-3
Standard 19 TAC §235.11
(b) Instructional Planning and Delivery. (1)(4)(5)(6)(7)
(c) Knowledge of Student and Student Learning. (2)
(d) Content Knowledge and Expertise. (1)(4)(5)(6)
(e) Learning Environment (3)(4)
(f) Data-Drive Practice. (1)(2)
(g) Professional Practices and Responsibilities. (1)(3)

COURSE REQUIREMENTS

Minimum Technical Skills Needed

Must be able to use Microsoft Word or other word processing software.
Must be able to navigate to different sites on the Internet.
Must be able to use basic technology tools such as a personal computers and/or a smartphone.

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Instructional Methods

This is an online Competency Based Education (CBE) course. Learning activities include assorted readings and videos, discussions, quizzes, projects, and assignments.

Knowledge Checks

You need to complete knowledge checks in each module. Knowledge checks will not affect your final grade in the course but are vital for ensuring you are understanding the materials as you progress through the course.

Student Responsibilities or Tips for Success in the Course

To be successful in this course, must complete all activities in each module. Students must stay actively engaged in the course by working in the course a recommended minimum of four days each week.

GRADING

One or more required assessments must be passed in order to complete each competency module. Candidates will have a maximum of three (3) attempts to pass the assessment. Students must earn an evaluation rating of "proficient" or above on each criterion of the competency assessment rubric in order to pass each assessment.

Final grades in this course will be based on the following scale:

A (Mastery) = 90%-100%
B (Proficiency) = 80%-89%
F (Failure) = 79% or Below

Assessments

Instructional Strategy Toolkit

The purpose of the Instructional Strategy Toolkit is for student to identify and research instructional strategies that are appropriate for the EC-3 classroom. Students will explore different early childhood teaching strategies and provide research-based support for their use.

Lesson Plan

The purpose of the Lesson Plan is for students to demonstrate their ability to plan standards-based instructional lessons. Students will create lesson objectives and plan developmentally-appropriate instructional strategies that are aligned with the appropriate Texas Essential Knowledge and Skills standards.

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A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.

Field Experiences and Best Practices Reflections

The purpose of the Field Experiences and Best Practices Reflection is for students to observe teachers' classroom management strategies and reflect on how the observed strategies align with educational research. The student will conduct classroom observations as part of their required field experience hours.

You are required to complete and document a minimum of 8 hours of field experiences during this course to include:

- 2 hours for the First 15 Days Video Viewing and Reflection
- 2 hours of observation in an elementary classroom
- 2 hours of observation in a middle school classroom
- 2 hours of observation in a high school classroom

Each of these four field experiences (observations) will include a reflection that must be submitted in TK20.

Field experience hours must be documented in TK20 and approved by the classroom teacher. A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.

Classroom Management Plan

The purpose of the Classroom Management Plan is for students to demonstrate their ability to create a safe and effective EC-3 learning environment. Students will use research-based strategies to design classroom rules, expectations, and routines. Students will design a physical classroom that is appropriate for EC-3 learners and plan for communicating classroom management procedures to students and families.

A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.

NOTE: If the course ends and you do not pass all required competency assessments, you will receive a grade of "F" and be required to retake the course

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to complete all competencies. In rare exceptions, incompletes may be awarded at the discretion of the faculty member. Incompletes will only be considered for documented emergency situations where the student only has one assessment left to pass.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements and associated system check.

[D2L Technical Requirements](#)

ACCESS AND NAVIGATION

You will need your user name and password to log into the course. If you do not know your user name or have forgotten your password, contact helpdesk@mwsu.edu. For more information on the MSU's IT services, see [Information Technology](#).

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your faculty member.

Technical Support

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact [Distance Education](#). Other support options can be found on the [D2L website](#).

Interaction with Faculty

Expect responses to emails within 48 hours and feedback on your submitted assessments within 7 days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the Student Handbook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

Electronic Network Access

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See Student Handbook for specific policies on electronic network access.

Academic Dishonesty

Students at MSU are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty see the Student Handbook.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. It is the policy of Midwestern State University that no otherwise qualified person, on the basis of disability, be excluded from participation in, be denied the befits of, or be subject to discrimination under any education program, activity, or employment of the university. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Physical location: 168 Clark Student Center
Phone: (940) 397-4140
Fax: (940) 397-4180
Email: debra.higginbotham@msutexas.edu
Website: https://msutexas.edu/student-life/disability/

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Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

MSU is committed to providing a safe and secure learning, working, and living environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on MSU's campus premises except in locations and at activities that are prohibited. The carrying of any handgun by an unlicensed person or the open carry of a handgun is not permitted in any place on MSU's campus premises. For more information on Carrying Concealed Handguns, see the [Student Handbook](#).

COVID-19

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 Abbott'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.

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."

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COURSE OUTLINE

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Module Topic	**Materials to Read and Review**	**Assignments**
Module 1: Analyze instructional strategies for diverse learners.	Read Articles Watch videos Complete Activities Research Activity	REQUIRED ASSIGNMENT: Instructional Strategy Toolkit
Module 2: Plan standards-based lessons that are developmentally appropriate.	Read Articles Watch videos Complete Activities	REQUIRED ASSIGNMENT: Lesson Plan
Module 3: Identify research-based classroom management strategies.	Read Articles Watch videos Complete Activities	REQUIRED ASSIGNMENTS: Field Experiences and Best Practices Reflections
Module 4: Develop a safe and effective learning environment.	Read Articles Watch videos Complete Activities	REQUIRED ASSIGNMENT: Classroom Management Plan

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