



Gordon T. & Ellen West College of Education
Course Syllabus
EDUC 3163 102 Classroom Management
Fall 2020

Instructor: Dr. Christina Janise McIntyre

Office: BH 226

Office hours: By appointment only and only virtual during the hours of Tues 12:00 PM-2:00PM; Wed 9:00 AM- 10:00 AM; Thurs 12:00 PM-2:00PM.

Meeting Times

This class meets in BH 209 on Tuesdays and Thursdays from 2:00PM-3:20 PM.

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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 or phone meeting, depending on your needs.

Required Text

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.

Recommended Text:

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

Course/Catalog 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.

WCoE Philosophy and Conceptual Framework

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.

- **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.

Course Objectives

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;

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:

Course Objectives	PPR Standard II	Assignments/Assessments
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;	2.14k appropriate behavior standards and expectations for students at various developmental levels; 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;	Lesson Plan Activities 1-10
Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;	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; 2.22k physical accessibility as a potential issue in student learning; 2.18s organize the physical environment to facilitate learning;	Lesson Plan IRIS Modules

Course Objectives	PPR Standard II	Assignments/Assessments
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;	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; 2.22k physical accessibility as a potential issue in student learning; 2.18s organize the physical environment to facilitate learning;	Activities 1-10 Comprehensive Management Plan First 15 Days Reflection IRIS Modules
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;	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; 2.21k procedures for ensuring safety in the classroom;	Activities 1-10 Comprehensive Management Plan First 15 Days Reflection

Course Objectives	PPR Standard II	Assignments/Assessments
Lead a mutually respectful and collaborative class of actively engaged learners beginning Day 1 and sustained throughout the entire school year.	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; 2.18s organize the physical environment to facilitate learning	Activities 1-10 Comprehensive Management Plan First 15 Days Reflection

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

Assessment

Assessments will correlate with class objectives and standards.

Assignments

Table 1: Assignments and Points

Assignments	Points
IRIS Modules	100
Comprehensive Management Plan	100
Lesson Plan	100
Class Activities (10 points each)	100
Classroom Observation Time Logs & Reflections (20 points for each of the 6 parts)	120
First 15 Days Video Observation and Reflection	30
Total Points	550

Evaluation and Grades

Rubrics will be utilized for the grading of some student submitted products.

Grading Procedures

Table 2: Total points for final grade.

Grade	Points
A 90-100%	494 or Greater
B 80-89%	438-493
C 70-79%	382-437
D 60-69%	326-381
F 0-59%	325 or less

Assignment Explanation

IRIS Modules

Five modules that you complete online that cover acting out, disruptive behaviors, differentiated instruction, and developing a comprehensive management plan. The case analysis will be typed 12pt font TNR and as determined by the instructor turned in to D2L. Put all modules in one document in the order on the instruction sheet with questions included.

Comprehensive Management Plan

A comprehensive plan that you develop to help you envision and plan for a productive learning environment. This 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 Wikispaces, Google, etc.

Lesson Plan

Based on the content standards in your area and utilizing the WestCoE 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 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 quizzes to Flipgrid videos and in-class writings. When a Flipgrid discussion activity is assigned, to get the maximum number of points, you must post by the date given in class and then respond to one classmate's post within the next 7 days.

Observation Time Logs & Reflections

Students enrolled in EDUC 3163 Classroom Management (those seeking teacher certification and enrolled in the WCoE program) will choose 3 public school classrooms for 3, 2-hour observations. You will spend 2 hours in the elementary, 2 hours in the middle school, and 2 hours in the high school for a total of six hours. However, due to Covid 19 we are able to complete this using video. You will be expected to complete the time logs as well as the reflection assignment for each placement (video observation) and upload this to the TK20 link in D2L. These are two separate assignments and they have different dropboxes. I have included an instruction sheet for setting up and sending timelogs. As you will not actually be in a school this semester, the timelogs should be sent to me for approval.

First 15 Days Observation and Reflections

You will be observing how accomplished and highly qualified teachers plan for and implement strategies pertaining to the first 15 days of school in order to set the tone for a successful school year. You will complete the video observation and reflection assignment and upload this to the TK20 link in D2L in addition to keeping track of the time log.

*EDUC 3163 Classroom Management Students: The Lesson Plan, First 15 Days Video Observation, Reflection, and Time log, Field Placement Observations of 6 total hours in three different grade levels, 3 teacher-approved time logs for each two hour observation, a reflection for each grade level for a total of three, and the Comprehensive Management Plan are all Texas Education Agency and Accreditation Requirements. These must be turned in to TK20 via D2L for you to pass the course and continue in the program. Failure to complete any one of the following and upload them to TK20 will result in an "Incomplete" in the course which will become an F two weeks after the course ends if the requirements are not met at that time. It is your responsibility to ensure that the teachers you observe approve your hours. Your assignment is not complete until the teacher approves the time via the email link to TK20.

Course Schedule

All assignments are due on Sundays at 11:59PM for the previous week unless noted otherwise. There are two required texts to choose from for the class- you choose based on your certification area or interest. Wong is only recommended.

Week	Topics and Assignments	Due Dates
Week 1 8/24-8/30	Orientation and syllabus. Discussion: Key Assessments, observations etc. <ol style="list-style-type: none"> 1. The first days of school. Read the syllabus. 2. Introductions on Flipgrid 	

Week	Topics and Assignments	Due Dates
Week 2 8/31-9/6	<ol style="list-style-type: none"> 1. Chapter 1 Elementary, Chapters 1 & 2 Secondary 2. Understanding Behavior/ Motivation 3. Motivation Recap 4. Wong Prologue 	
Week 3 9/7-9/13	<ol style="list-style-type: none"> 1. Chapter 1 Elementary, Chapters 1 & 2 Secondary 2. Developing Guidelines for Success 3. Read Wong Procedures: For the First Day of School pp 60-86 4. Discuss CMP- Begin 5. First 15 Days Assignment Due (Reflection and Timelog) 	Sunday 11:59
Week 4 9/14-9/20	<ol style="list-style-type: none"> 1. Chapter 1 Elementary, Chapters 1 & 2 Secondary 2. Read Wong Plans: For the First Day of School pp 272-291 3. Thursday- FE computer lab portfolio training (13th) 	
Week 5 9/21-9/27	<ol style="list-style-type: none"> 1. Champs Chapter 2 Elementary and Secondary 2. Read Wong Preparation: Before the First Day of School 16-57 3. Signals, Bellringers 4. Elementary Observation Timelog and Reflection due. 	Sunday 11:59
Week 6 9/28-10/4	<ol style="list-style-type: none"> 1. Chapter 3 Elementary; Chapter 4 Secondary 2. Read Wong Procedures for Students pp 88-108 3. Begin work on the IRIS Modules 4. Quiz, Structure, & Rules 	
Week 7 10/5-10/11	<ol style="list-style-type: none"> 1. Chapter 4 Elem, Chapter 5 Secondary 2. Read Wong Procedures for the Classroom pp 112-170 3. Transitions and Activities 4. Middle School Observation Timelog and Reflection due. 	Sunday 11:59

Week	Topics and Assignments	Due Dates
	5.	
Week 8 10/12-10/18	<ol style="list-style-type: none"> Chapter 5 Elementary; Chapter 6 Secondary Begin Lesson Plan Read All Lesson Planning Resources 	
Week 9 10/19-10/25	<ol style="list-style-type: none"> Continue Working on Comprehensive Management Plan Continue Working on Lesson Plan High School Observation Timelog and Reflection due. 	Sunday 11:59
Week 10 10/26-11/1	<ol style="list-style-type: none"> Continue Working on Comprehensive Management Plan Continue Working on Lesson Plan IRIS Modules Due 	Sunday 11:59
Week 11 11/2-11/8	<ol style="list-style-type: none"> Continue Working on Comprehensive Management Plan Lesson Plan Draft Due- bring hard copy to class Observation Discussion/Reflection Chapter 6 Elem, Chapter 7 Secondary Read Wong Procedures for Instruction pp 174-207 	
Week 12 11/9-11/15	<ol style="list-style-type: none"> Portfolio recap/workshop day Webquest 	
Week 13 11/16-11/22	<ol style="list-style-type: none"> Chapter 7 Elementary, Chapter 8 Secondary Rewards 	
Week 14 11/23-11/29 Tuesday Class Only	<ol style="list-style-type: none"> Chapter 8 Elementary and Secondary Motivation Classwide Motivation Systems 	
Week 15 11/30-12/6	<ol style="list-style-type: none"> Champs Chapter 9 Elementary and Secondary Read Wong Procedures for the Special Needs Classroom pp 208-227 Comprehensive Management Plan Due 	Sunday 11:59

Week	Topics and Assignments	Due Dates
	Thursday – work day 3. Read Wong Procedures for Teachers 228-268 4. Final Lesson Plan Due	
Week 16 12/7-12/11	Finals Week	

This is just a tentative schedule which may change due to the nature of discussions and unforeseen circumstances.

Attendance Policy

The professional blocks are about learning the behaviors and dispositions related to the teaching profession. Professional educators are dependable, reliable, and responsible. Therefore, as a teacher candidate, your prompt and regular attendance is expected. I do not “excuse” absences. If you are not able to attend, for any reason, you will be counted absent and not receive your participation points for the day. As this is an online course, attendance means that you will participate regularly and turn all assignments in in a timely manner. As this is an online class regular participation, communication and logging in is what is expected for attendance.

Submitted Work Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. All projects are to be typed and utilize an appropriate style. Assignments are to be accomplished with the quality expected of an upper division university student. Unacceptable work will be returned, un-graded, to the class member. **Students should always retain a copy of any work turned in for a grade.**

In some cases, student work will be submitted electronically to the course instructor. Explanation of the procedure and process of electronic submissions will be presented in class. In some cases students will be expected to submit assignments electronically and bring a hard copy of the assignment to class for class discussion and group work.

Americans with Disabilities Act

If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

Plagiarism Statement

“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

Plagiarism is defined as claiming credit for the work of another or improper/inadequate citation and documentation of sources of information (ideas) or direct quotations. Plagiarism is a serious form of academic dishonesty. If you are found to have committed plagiarism in this class, you will be dropped from the class with an F.

Student Handbook

Refer to: [Student Handbook 2019-20](#).

Academic Misconduct Policy & Procedures

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.

[Student Handbook 2019-20](#).

Classroom and Field Placement Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Alert 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 teaching dispositions, the student may receive an "F" for the course. If any student participating in a field placement exhibits any unethical behavior or engages in any behavior against school regulations/policy, he or she will be dropped with an "F." Additionally, you are expected to behave and dress appropriately (business casual) while in the field.

You will be participating in many activities that are class and experience related. In some cases you will be creating products or engaging in discussions. Not every activity in class is graded and/or receives points, but you are expected, as students embarking on the profession of teaching, to be engaged and in charge of every aspect of your preparation as educators. If you lack the motivation to engage in professional collaboration, preparation, and development in any way this will reflect negatively on your disposition in regard to the teaching profession. You will receive a formal notification if any such situation arises and may result in your dismissal from the course if the behavior is not modified.

An instructor may drop a student any time during the semester for excessive absences, 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.

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).

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](#).

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.

Barbetta, P.M., Norona, K.L., & Bocard, D.F. (2005). Classroom behavior management: A dozen common mistakes and what to do instead. *Preventing School Failure*, 49, 11-19.

Frey, L, M., & Wilhite, K. (2005). *Our five basic needs: Application for understanding*

the function of behavior. *Intervention in School and Clinic*, 40, 156-160.

Palmer, Jesse (2001). Conflict resolution: Strategies for the elementary classroom. *The Social Studies*, March/April, 65-68.

Shukla-Mehta, & Albin, R.C. (2003). Twelve practical strategies to prevent behavioral escalation in classroom settings. *Clearing House*, 77, 50-56

Additional Information for WCOE Teacher Candidates:

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.

- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in **bold**
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- **One Teach, One Assist** — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

- **Station Teaching** — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.

- **Parallel Teaching** — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

- **Supplemental Teaching** — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

- **Alternative/Differentiated Teaching** — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.

- **Team Teaching** — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual

Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.