



EDUC 3163 X20 Classroom Management
West College of Education
Spring 2025 Term B Syllabus

Class Location/Time/Days:

Virtual

March 22- May 9

Instructor/Contact Information:

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Office Hours:

Tuesday: 2:00-3:00 pm

Wednesday: 10:00 am -12:00 pm

Thursday: 10:00 am -12:00 pm

Note: By appointment for all online learners

Instructor Response Policy

The best way to contact me is through email. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Course Description

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

Textbook & Instructional Materials

No textbook is required for this course.

Required Technology

All students must have Internet access and the following technology applications: appropriate hardware in order to access D2L, Word Processing software.

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:

Course Objectives, Standards, and Assessments

Course Objectives	Standard	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 Standard I – A (i)(ii)(iii) B (i)(ii)(iii) C (i)(ii)(iii)</p> <p>Texas Teacher Standard 3- B (i)(ii)(iii) C (i)(ii)</p> <p>Texas Teacher Standard 5- B (i)(ii)(iii) C (i)(ii) D (i)(ii)</p> <p>PPR EC-3: Standard 19 TAC §235.11(b)(1)(4)(5)(6)(7)</p> <p>PPR EC-3: Standard 19 TAC §235.11(d)(1)(4)(5)(6)</p>	<p>-Lesson Plan -Comprehensive Management Plan</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>RULE §149.1001 Texas Teacher Standard I – C (i)(ii)(iii)</p> <p>PPR EC-3: Standard 19 TAC §235.11(c)(2)</p> <p>PPR EC-3: Standard 19 TAC §235.11(b)(1)(4)(5)(6)(7)</p> <p>19 TAC §228.30(c)(4)</p>	<p>-Classroom Activities -Lesson Plan -IRIS Modules -Observation Reflections -Comprehensive Management Plan</p>
3. Organize a safe, accessible, and efficient classroom established during the first 1-20 days of school,	<p>RULE §149.1001 Texas Teacher Standard 4- A (i)(ii)(iii) B (i)(ii)</p>	<p>-Classroom Activities -Comprehensive Management Plan -First 15 Days Reflection</p>

Course Objectives	Standard	Assignments/Assessments
while monitoring, changing, and sustaining effective management practices to meet the needs of all students throughout the year;	C (i)(ii)(iii) D (i)(ii)(iii) Exam Framework Pedagogy and Professional Responsibilities EC-12 (160) Domain II- Standard II: Comp 5: A, B, C, D, E, F, G PPR EC-3: Standard 19 TAC §235.11(f)(1)(3) 19 TAC §228.30(c)(5)	-IRIS Modules
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;	Exam Framework Pedagogy and Professional Responsibilities EC-12 (160) Domain II- Standard II Comp 006- A, B, C, D, E, H, I, J 19 TAC §228.30(c)(5)	-Classroom Activities -Comprehensive -Management Plan -First 15 Days Reflection -Observation Reflections
5. Lead a mutually respectful and collaborative class of actively engaged learners beginning Day 1 and sustained throughout the entire school year.	Exam Framework Pedagogy and Professional Responsibilities EC-12 (160) Domain III- Standard III Comp 007- A, B, C, D PPR EC-3: Standard 19 TAC §235.11(g)(1)(3)	-Classroom Activities -Comprehensive Management Plan -First 15 Days Reflection -Observation Reflections

**Additional standards listed in Appendix A*

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

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 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.

Student Handbook

Refer to: [Student Handbook](#)

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 Rights and Responsibilities.

a. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition without permissions, of tests or other academic material belonging to a member of the university, faculty, or staff.

b. The term "plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

c. The term "collusion" means collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration. For more information, refer to the:

[Office of Student Rights and Responsibilities](#)

Table 1- Assignments and Points

Assignments	Points
Lesson Plan	60
Comprehensive Management Plan	100
Participation- Getting to Know You and Child Abuse Training Certificate	20
Participation	80
IRIS Modules	20

Assignments	Points
Time Logs 4@10	40
Observation Reflections 4@20	80
Total Points	400

Table 2- Grading

The percentage of total points will determine final grade.

Grade	Percentage of total points
A	90%-100% (360-400 points)
B	80%-89% (320-359 points)
C	70%-79% (280-319 points)
D	60%-69% (240-279 points)
F	59% or less (less than 239 points)

Course Assignments and Assessments

Participation and Reading

Read all assignments carefully. You are responsible for the content of all assigned reading. You will be engaging in numerous online activities. Participation is very important and contributes to the quality of your learning experience.

IRIS Modules

These consist of 5 modules that you will 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 turned in to D2L. Put all modules in one document in the order on the instruction sheet with questions included.

Comprehensive Management Plan (key assessment uploaded in D2L)

The purpose of the Classroom Management Plan is for students to demonstrate their ability to create a safe and effective 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 learners and plan for communicating classroom management procedures to students and families.

Lesson Plan (key assessment uploaded in D2L)

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

Observation Time Logs & 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

First 15 Days Observation and Reflections (Key Assessment)

You will be observing how effective teachers plan and implement strategies pertaining to the first 15 days of school 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. To get credit for the time log, you will need to upload a screenshot of the approved time log with the screen that shows your name and the corresponding observation time log to D2L by the due date posted in the calendar.

The assignments are 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" if you are not otherwise already failing the course, which will become an F two weeks after the course ends if the requirements are not met at that time. Your assignment is not complete until the teacher approves the time via the email link to TK20.

MSU-TEXAS Policies and Procedures:

Student Handbook

Refer to: [Student Handbook-2024-25](#)

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 to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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 [Online Reporting Form](#)

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 [Title IX Website](#)

Grade Appeal Process

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

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

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 may result 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 at 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 W 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.

Inclement Weather

Students may contact the professor for extensions on assignments if severe weather conditions impact their ability to meet deadlines.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. 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)

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 for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through D2L.

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 D2L will be checked through Turnitin for originality. Assignments with more than

50% match will be given a 0.

Please note: 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 and authenticity, and for educational purposes.

AI / Chat GPT

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.

You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

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.

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

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.

Sprick, J., Sprick, R. S., Edwards, J., & Coughlin, C. (2021). *CHAMPS: A proactive and positive approach to classroom management* (3rd ed.). Ancora Publishing. ISBN: 978-1599091129

Sprick, R., Sprick, J., Coughlin, C., & Edwards, J. (2021). *Discipline in the secondary classroom: A positive approach to behavior management* (4th ed.). Ancora Publishing. ISBN: 978-1119651819

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 I

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect

evidence-based best practices.

- (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- i. Teachers organize curriculum to facilitate student understanding of the subject matter.
- ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- i. Teachers teach both the key content knowledge and the key skills of the discipline.
- ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

(4) Standard 4--Learning Environment. 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.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
- (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- (ii) Teachers maximize instructional time, including managing transitions.
- (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(5) 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.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

- i. Teachers develop learning plans and set academic as well as social-emotional learning

goals for each student in response to previous outcomes from formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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 Overview and Exam Framework Pedagogy and Professional Responsibilities EC-12 (160).

Domain II Creating a Positive, Productive Classroom Environment

Standard II

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

Competency 005- 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.

A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).

B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.

C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

D. Presents instruction in ways that communicate the teacher's enthusiasm for learning.

- E. Uses a variety of means to convey high expectations for all students.
- F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- G. Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006- The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

The beginning teacher:

- A. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.
- B. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- C. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
- D. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
- E. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.
- H. Applies theories and techniques related to managing and monitoring student behavior.
- I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
- J. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior), establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

Domain III—Implementing Effective, Responsive Instruction and Assessment

Competency 007—The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The beginning teacher:

- A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.
- B. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem-solving, and productive, supportive interactions, including appropriate wait time.
- C. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).
- D. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

Texas Administrative Code (TAC) Chapter 228, RULE §228.30

Educator Preparation Curriculum

[\(Link: TAC Chapter 228, Rule 228.30\)](#)

Educator and Student Expectations- - §228.30 (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

Classroom Management Skills- - §228.30 (5) the importance of building strong classroom management skills;

Standard 19 TAC §235.11 -PPR Standards Alignment for EC-3

(b) Instructional Planning and Delivery: Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
- (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
- (5) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
- (6) plan student groupings, including pairings and individualized and small-group

instruction, to facilitate student learning;

- (7) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;

(c) Knowledge of Student and Student Learning: Early Childhood: Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;

(d) Content Knowledge and Expertise in Early Childhood: Prekindergarten-Grade 3 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
- (4) organize curriculum to facilitate student understanding of the subject matter;
- (5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
- (6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

(f) Data-Driven Practices. Early Childhood: Prekindergarten-Grade 3 classroom 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
- (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Early Childhood: Prekindergarten-Grade 3 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood: Prekindergarten-Grade 3

classroom teachers must:

- (1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
- (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);

Appendix C:

Teacher Education Program Requirements

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 and graduate 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 divides 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 are 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.

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.