



EDUC 3213 101 Management Techniques
for Ele, Middle School, and Secondary Syllabus
West College of Education
Fall 2024: Aug 26-Dec 6

Class Location/Time/Days:

Bridwell Hall 209

Tuesdays and Thursdays 2:00-3:20 PM

Instructor/Contact Information:

Dr. Stephanie Zamora-Robles

E-mail: stephanie.robles@msutexas.edu

Phone: 940-397-8984

Cell: 940-882-0822

Office: Bridwell Hall 212

Office Hours:

Tuesday: 3:30 -4:30 pm

Wednesday: 11:00 am -1:30 pm

Thursday: 12:30 – 2:00pm

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.

Textbook & Instructional Materials

(K-8 Candidates)

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

Or

(9-12 Candidates)

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

Course Description

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. *Course may not be used for students seeking teacher certification.*

Course Objectives/Learning Outcomes/Course Competencies

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;	RULE §149.1001 Texas Teacher Standard I – A (i)(ii)(iii) B (i)(ii)(iii) C (i)(ii)(iii) Texas Teacher Standard 3- B (i)(ii)(iii) C (i)(ii) Texas Teacher Standard 5- B (i)(ii)(iii) C (i)(ii) D (i)(ii) PPR EC-3: Standard 19 TAC §235.11(b)(1)(4)(5)(6)(7)	-Lesson Plan -Comprehensive Management Plan

Course Objectives	Standard	Assignments/Assessments
	PPR EC-3: Standard 19 TAC §235.11(d)(1)(4)(5)(6)	
2. Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;	RULE §149.1001 Texas Teacher Standard I – C (i)(ii)(iii) PPR EC-3: Standard 19 TAC §235.11(c)(2) PPR EC-3: Standard 19 TAC §235.11(b)(1)(4)(5)(6)(7) 19 TAC §228.30(c)(4) Exam Framework EC-3 (292) Domain II Comp 004 A,B,C,D	-Classroom Activities -Lesson Plan -IRIS Modules -Observation Reflections -Comprehensive Management Plan
3. Organize a safe, accessible, and efficient classroom established during the first 1-20 days of school, while monitoring, changing, and sustaining effective management practices to meet the needs of all students throughout the year;	RULE §149.1001 Texas Teacher Standard 4- A (i)(ii)(iii) B (i)(ii) 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 Exam Framework EC-3 (292) Domain II	-Classroom Activities -Comprehensive Management Plan -First 15 Days Reflection -IRIS Modules

Course Objectives	Standard	Assignments/Assessments
	Comp 005 A, D, E PPR EC-3: Standard 19 TAC §235.11(f)(1)(3) 19 TAC §228.30(c)(5)	
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'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.

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 Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Table 1

Assignments	Points
Lesson Plan	60
Comprehensive Management Plan	100
Participation (Attendance and Labs)	100
IRIS Modules	20
Time Logs (Approved Screen Shots) 4@10	40
Observation Reflections 4@20	80
Total Points	400

Table 2: Total points for final grade.

Grade	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)

Projects Required

Participation and Reading

Read all assignments carefully. Take notes during reading and any related lecture and /or discussion. You are responsible for the content of all assigned reading, even if it is not discussed in class. Take notes over your reading and review these after each class. You will be engaging in numerous in-class activities as individuals and in groups. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all class activities; therefore, attendance is crucial.

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.

Comprehensive Management Plan (assessment uploaded in D2L)

A comprehensive plan that you develop to help you envision and plan for a productive learning environment. This performance-based assessment will

turned in to D2L. This can be done in a word document, website using Google sites, or a slide presentation.

Lesson Plan (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.

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.

Observation Time Logs & Reflections

Students enrolled in EDUC 3213/5113 Management Techniques (not enrolled in the WCoE teacher program) will choose 3 public school classrooms for 3, 2-hour observations. This typically means spending 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, you can complete the observation hours by viewing videos. You will be expected to complete the time logs as well as the reflection assignment for each placement (video observation) and upload this in D2L. These are separate assignments, and they have different dropboxes.

First 15 Days Observation and Reflections (Assessment)

You will be observing how accomplished and highly qualified 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 in D2L in addition to keeping track of the time log. To get credit for the time log, you will need to upload a the time log in D2L.

Late Work

Late work will not be accepted unless you make prior arrangements with Dr. Robles.

Important Dates

Important Dates

Last day for term schedule changes: Aug 29, 2024

Deadline to file for graduation: December graduation Sept 23, 2024

Last Day to drop with a grade of "W": Nov 25, 2024

Refer to: [Drops, Withdrawals & Void](#)

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.

Attendance

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

Inclement Weather

In the case of campus closure due to inclement weather, delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- TuTh class day: Delay to 11 AM; all classes prior to opening do not meet.
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.
- Please pay close attention to local news, MSU Alert, MSU Safety App, Postmaster, and the MSU website for delay and cancellation decisions.

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) exists 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](#).

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 TEXAS. 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

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

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](#)

Course Schedule

Week	Activities/Assignments/Exams	Due Date
Week 1 Aug. 26- 31	<ol style="list-style-type: none"> 1. Syllabus/ Key Assessments 2. Getting to Know One Another 3. Course Pre-Assessment/ Teacher Self-Efficacy Tool 4. Purchase Textbook 	Aug 30
Week 2 Sept. 1-7	<ol style="list-style-type: none"> 1. Best and Worst Teacher Reflection 2. Read: <i>Chapter 1-Develop a Clear Vision</i> 	Sept. 3
Week 3 Sept. 8-14	<ol style="list-style-type: none"> 1. The First Days of School: First 15 Days Video- in-class observation 2. How-To log hours in TK20 3. Lab 1- watch videos and work on reflection 4. First 15 Days Observation Time Log and Reflection due 9/14 	Sept. 12- Lab 1 Sept. 14
Week 4 Sept. 15-21	<ol style="list-style-type: none"> 1. Read: Chapter 2- <i>Structure for Success Behavioral Decisions</i> 2. Discuss CMP- Begin 3. Lab 2: 1st-day activities, goals & guidelines, positive contact letter 4. First Day Activities, Goals and Guidelines/ initial positive contact- letter due 	Sept. 19- Lab 2 Sept. 21
Week 5 Sept. 22- 28	<ol style="list-style-type: none"> 1. Read: Chapter 3- <i>Structure for Success-Instructional Decision</i> 2. Schedule, bell ringers, Signals, Room set-up 3. Lab 3: work on schedule, bell ringer activities, attention signals, set-up 9/27 4. Elementary Observation Time log and Reflection due 9/28 	Sept. 26- Lab 3 Sept. 28

Week	Activities/Assignments/Exams	Due Date
Week 6 Sept. 29-Oct. 5	<ol style="list-style-type: none"> 1. Read: Chapter 4- <i>Teach Students to Meet Expectations</i> 2. Lab 4: Procedures for: absences, ind. work time, not prepared, dismissal, homework, late work 	
Week 7 Oct. 6-12	<ol style="list-style-type: none"> 1. Read: Chapter 5- <i>Use Data to Monitor and Adjust Your Instruction</i> 2. Lab 5: Classroom Rules 	Oct. 11- Lab 5
Week 8 Oct. 13-19	<ol style="list-style-type: none"> 1. Begin Lesson Plan 2. Read All Lesson Planning Resources 3. Standards, objectives, etc. 4. Lab 6: Work on Lesson Plan for Detailed Peer Review 	Oct. 17- Lab 6
Week 9 Oct. 20-26	<ol style="list-style-type: none"> 1. Read: Chapter 6-<i>Build Positive Relationships</i> 2. Champs: Transitions and Activities Expectations 3. Peer Review Lesson Plan Activity- Bring hard copy to class 4. Final version lesson plan due 10/26 	Oct. 24 Oct. 26
Week 10 Oct. 27-Nov. 2	<ol style="list-style-type: none"> 1. Continue Working on Comprehensive Management Plan 2. Lab 7: Continue Working on Lesson Plan and CMP 3. Middle School Observation Time log and Reflection due 11/2 	Oct. 31- Lab 7 Nov. 2
Week 11 Nov. 3-9	<ol style="list-style-type: none"> 1. Read: Chapter 7- <i>Motivational Strategies and Systems</i> 2. Lab 8: Class motivational system due 11/9 	Nov. 7- Lab 8 Nov. 9
Week 12 Nov. 10-16	<ol style="list-style-type: none"> 1. Read: Chapter 8- <i>Correct Misbehavior Fluently</i> 2. Lab 9: First Day Script, first day schedule including 	Nov. 14- Lab 9

Week	Activities/Assignments/Exams	Due Date
	activities and expectations. 3. IRIS Modules Due 11/16	Nov. 16
Week 13 Nov. 17-23	1. Read Chapter 9- <i>Launch</i> 2. High School Observation Due 11/23	Nov. 21- Lab 10 Nov. 23
Week 14 Nov. 24-30	1. Read: Chapter 10- <i>Maintain a Cycle of Continuous Improvement</i>	Thanksgiving!
Week 15 Dec. 1-7	1. Read: Chapter 11- <i>CHAMPS in the Virtual Classroom</i> 2. Professor Evaluations 3. Comprehensive Management Plan Due 12/6 4. Class Celebration	Dec. 6
Week 16 Dec. 8-14	1. Final Grades posted in D2L 2. Commencement	Dec. 16

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.