



**MIDWESTERN STATE UNIVERSITY**

**A Member of the Texas Tech University System**

**EDUC 5113 101 Management Techniques for Ele, Middle School, and Secondary**

**Fall 2023: Aug 28-Dec 8**

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Instructor/Contact Information:**

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Tue: 10:00 am -12:00 pm

**Instructor Response Policy**

The best way to contact me is through email. I usually respond quickly. 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 introduction and development of management and instructional techniques to optimize student learning with emphasis on establishing and maintaining safe and effective learning environments for elementary, middle school, and secondary settings.

**Textbook & Instructional Materials**

**(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**

Recommended Text:

Wong, H., Wong, R.T. (2018). *The classroom management book* (2nd ed.). Harry K. Wong Publications, Inc. ISBN: 978-0-976-4233-9-3

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
<p>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>	<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>
<p>2. Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven</p>	<p>RULE §149.1001            Texas Teacher Standard I –            C (i)(ii)(iii)</p> <p>PPR EC-3: Standard 19 TAC</p>	<p>-Classroom Activities            -Lesson Plan            -IRIS Modules            -Observation Reflections            -Comprehensive</p>

Course Objectives	Standard	Assignments/Assessments
practices, and differentiated instruction;	§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	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 Comp 005 A, D, E  PPR EC-3: Standard 19 TAC §235.11(f)(1)(3)  19 TAC §228.30(c)(5)	-Classroom Activities -Comprehensive Management Plan -First 15 Days Reflection -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'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-2023-24](#)

**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.

- 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.
- 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.
- The term “collusion” means collaboration with another person in preparing work offered for credit if that collaboration is not authorized by the faculty member in charge. For more information, refer to the: [Office of Student Rights and Responsibilities](#)

**Table 1- Assignments and Points**

<b>Assignments</b>	<b>Points</b>
Lesson Plan	60

Assignments	Points
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- 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)

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

## Course Assignments and Assessments

### 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. Class participation in activities such as the in-class case study analyses activities cannot be made up.

### 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 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 (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 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 website using Google sites.

### 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. 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 3213 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 two 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 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:**

#### **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](#).

### **Campus Carry Rules/Policies**

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

### **Smoking/Tobacco Policy**

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

### **Alcohol and Drug Policy**

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

### **Grade Appeal Process**



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

### **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 or face-to-face classroom shall result, minimally, in a request to drop the class and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

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

### **Attendance**

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. **Quizzes and activities that are administered in class cannot be made up and will receive a zero.**

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.

### **Late Work**

Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit. Quizzes and activities that are administered in class cannot be made up and will receive a zero.

### **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* (9<sup>th</sup> ed.). Pearson Education Inc: Boston.

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

Wong, H., Wong, R. (2018). 2<sup>nd</sup> 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

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 noninstructional 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);

### **Test 292 - Early Childhood: Prekindergarten-Grade 3**

#### Domain II – – The Instructional Setting

Competency 004 (Social Skills, Emotional Development and Behavior Support):

Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.

A. Demonstrate knowledge of factors related to the development of executive function and self-regulation skills in young children, including motivation, autonomy, and decision-making and self-help skills.

B. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and schoolwide positive behavioral interventions and supports (PBIS), including monitoring the effectiveness of PBIS, as well as making modifications and adaptations to interventions as needed.

C. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.

D. Demonstrate knowledge of the role of positive relationships and supportive interactions as a crucial foundation for teaching, and in developing social skills and emotional resilience, with a focus on children's individual strengths, needs, and interests.

Competency 005 (The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

A. Apply knowledge of strategies for structuring the physical environment and selecting appropriate learning curricula, materials, and technologies to promote active

participation and independence in young children.

D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).

E. Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small-group instruction, to facilitate learning.

### **Test 293: Science of Teaching Reading**

Domain I – Reading Pedagogy

Competency 001 (Foundations of the Science of Teaching Reading): I. L.

I. Demonstrate knowledge of factors that can affect students' reading development, including the amount of time they spend daily engaged in reading, the amount of screen time they engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g., phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies).

L. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.

### **Standard 19 TAC §235.15 (c) Reading Pedagogy.**

(2) implementing both formal and informal methods of measuring student progress in early reading development.

## Appendix B

### 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.](#)"

## 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 divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten 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 in-formation, 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.

### Course Calendar

Week	Activities/Assignments/Exams	Due Date
Week 1 Aug. 28- Sept. 3	<ol style="list-style-type: none"> <li>1. Syllabus/ Key Assessments</li> <li>2. Getting to Know One Another</li> <li>3. Course Pre-Assessment/ Teacher Self-Efficacy Tool</li> <li><b>4. Purchase Textbook</b></li> </ol>	<b>Sept. 3</b>
Week 2 Sept. 4-10	<ol style="list-style-type: none"> <li>1. Best and Worst Teacher Reflection</li> <li>2. Read: <i>Chapter 1-Develop a Clear Vision</i></li> </ol>	<b>Sept. 4-</b> Labor Day- no class
Week 3 Sept. 11-17	<ol style="list-style-type: none"> <li>1. The First Days of School: First 15 Days Video- in-class observation</li> <li>2. How-To log hours in TK20</li> <li><b>3. Lab 1- watch videos and work on reflection</b></li> <li><b>4. First 15 Days Observation Time Log and Reflection due 9/15</b></li> </ol>	<b>Sept. 13-</b> Lab 1 <b>Sept. 15</b>
Week 4 Sept. 18-24	<ol style="list-style-type: none"> <li>1. Read: Chapter 2- <i>Structure for Success Behavioral Decisions</i></li> <li>2. Discuss CMP- Begin</li> <li><b>3. Lab 2: 1st-day activities, goals &amp; guidelines, positive contact letter</b></li> <li><b>4. First Day Activities, Goals and Guidelines/ initial positive contact-letter due 9/22</b></li> </ol>	<b>Sept. 20-</b> Lab 2 <b>Sept. 22</b>
Week 5 Sept. 25- Oct. 1	<ol style="list-style-type: none"> <li>1. Read: Chapter 3- <i>Structure for Success- Instructional Decision</i></li> <li><b>2. Schedule, bell ringers, Signals, Room set-up</b></li> <li><b>3. Lab 3: work on schedule, bell ringer activities, attention signals, set-up 9/27</b></li> <li><b>4. Elementary Observation Time log and Reflection due 9/29</b></li> </ol>	<b>Sept. 27-</b> Lab 3 <b>Sept. 29</b>
Week 6 Oct. 2-8	<ol style="list-style-type: none"> <li>1. Read: Chapter 4- <i>Teach Students to Meet Expectations</i></li> <li><b>2. Lab 4: Procedures for: absences, ind. work time, not prepared, dismissal, homework, late work</b></li> </ol>	<b>Oct. 4-</b> Lab 4
Week 7 Oct. 9-15	<ol style="list-style-type: none"> <li>1. Read: Chapter 5- <i>Use Data to Monitor and Adjust Your Instruction</i></li> </ol>	

Week	Activities/Assignments/Exams	Due Date
	<b>2. Lab 5: Classroom Rules</b>	<b>Oct. 11-</b> Lab 5
Week 8 Oct. 16-22	<ol style="list-style-type: none"> <li>1. Begin Lesson Plan</li> <li>2. Read All Lesson Planning Resources</li> <li>3. Standards, objectives, etc.</li> <li><b>4. Lab 6: Work on Lesson Plan for Detailed Peer Review</b></li> </ol>	<b>Oct. 18-</b> Lab 6
Week 9 Oct. 23-29	<ol style="list-style-type: none"> <li>1. Read: Chapter 6-<i>Build Positive Relationships</i></li> <li><b>2. Champs: Transitions and Activities Expectations</b></li> <li><b>3. Peer Review Lesson Plan Activity- Bring hard copy to class</b></li> </ol>	<b>Oct. 25</b>
Week 10 Oct. 30-Nov. 5	<ol style="list-style-type: none"> <li>1. Continue Working on Comprehensive Management Plan</li> <li><b>2. Lab 7: Continue Working on Lesson Plan and CMP</b></li> <li><b>3. Middle School Observation Time log and Reflection due 11/3</b></li> </ol>	<b>Nov. 1-</b> Lab 7 <b>Nov. 3</b>
Week 11 Nov. 6- 12	<ol style="list-style-type: none"> <li>1. Read: Chapter 7- <i>Motivational Strategies and Systems</i></li> <li><b>2. Lab 8: Class motivational system due</b></li> </ol>	<b>Nov. 8-</b> Lab 8
Week 12 Nov. 13-19	<ol style="list-style-type: none"> <li>1. Read: Chapter 8- <i>Correct Misbehavior Fluently</i></li> <li><b>2. Lab 9: First Day Script, first day schedule including activities and expectations.</b></li> <li><b>3. IRIS Modules Due 11/17</b></li> </ol>	<b>Nov. 15-</b> Lab 9 <b>Nov. 17</b>
Week 13 Nov. 20-26	<ol style="list-style-type: none"> <li>1. Read Chapter 9- <i>Launch</i></li> </ol>	<b>Thanksgiving!</b>
Week 14 Nov. 27-Dec. 3	<ol style="list-style-type: none"> <li>1. Read: Chapter 10- <i>Maintain a Cycle of Continuous Improvement</i></li> <li><b>2. Lab 10: work on HS Observation</b></li> <li><b>3. High School Observation 12/1</b></li> </ol>	<b>Nov. 29-</b> Lab 10 <b>Dec. 1</b>
Week 15 Dec. 4-10	<ol style="list-style-type: none"> <li>1. Read: Chapter 11- <i>CHAMPS in the Virtual Classroom</i></li> <li>2. Professor Evaluations</li> <li><b>3. Comprehensive Management Plan Due 12/6</b></li> <li><b>4. Class Celebration</b></li> </ol>	<b>Dec. 6</b>
Week 16 Dec. 11-15	<ol style="list-style-type: none"> <li>1. Final Grades posted in D2L</li> <li>2. Commencement</li> </ol>	<b>Dec. 16</b>

### 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.