



EDUC 3163 202 Classroom Management Spring 2022

Midwestern State University
Gordon T. & Ellen West College of Education

Class Meets

Bridwell Hall 209
Tuesdays and Thursdays 2:00AM-3:20AM

Instructor/Contact Information:

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Office Hours: Monday 9AM-10AM, Tuesday 11:30 AM-1:30PM, Thursday
11:30AM-1:30PM. Appointments recommended to avoid conflicts. Zoom
appointments also available for other times.

Instructor Response Policy

The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual, phone, or in-person meeting, depending on your needs.

Course Description

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

This course focuses on the introduction and development of management and instructional techniques to optimize student learning with emphasis on establishing and maintaining safe and effective learning environments for elementary, middle school, and secondary settings.

Textbook & Instructional Materials

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West

Or

Sprick, R. (2013). *Discipline in the Secondary Classroom*. John Wiley & Sons. San Francisco.

Recommended Text:

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

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	PPR Standard II	Assignments/Assessments
Design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking,	2.14k appropriate behavior standards and expectations for students at various developmental levels; 2.21k procedures for ensuring safety in the classroom; 2.22k physical accessibility as a potential issue in student learning; 2.18s organize the	Lesson Plan Comprehensive Management Plan

Course Objectives	PPR Standard II	Assignments/Assessments
persistence, and achievement;	physical environment to facilitate learning;	
Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;	2.13k theories and techniques relating to managing and monitoring student behavior; 2.14k appropriate behavior standards and expectations for students at various developmental levels; 2.22k physical accessibility as a potential issue in student learning; 2.18s organize the physical environment to facilitate learning;	Classroom Activities Lesson Plan IRIS Modules Observation Reflections Comprehensive Management Plan
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	2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior; 2.19k features and characteristics of	Classroom Activities Comprehensive Management Plan First 15 Days Reflection IRIS Modules

Course Objectives	PPR Standard II	Assignments/Assessments
needs of all students throughout the year;	physical spaces that are safe and productive for learning; 2.22k physical accessibility as a potential issue in student learning; 2.18s organize the physical environment to facilitate learning;	
Establish, communicate, and maintain clear expectations for student behavior with intentional focus during Days 1-20 so student learning may be sustained through effective procedures and routines;	2.13k theories and techniques relating to managing and monitoring student behavior; 2.14k appropriate behavior standards and expectations for students at various developmental levels; 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom; 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior; 2.21k procedures for ensuring safety in the classroom;	Classroom Activities Comprehensive Management Plan First 15 Days Reflection Observation Reflections

Course Objectives	PPR Standard II	Assignments/Assessments
Lead a mutually respectful and collaborative class of actively engaged learners beginning Day 1 and sustained throughout the entire school year.	2.13k theories and techniques relating to managing and monitoring student behavior; 2.14k appropriate behavior standards and expectations for students at various developmental levels; 2.18s organize the physical environment to facilitate learning	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-2020-21](#)

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](#)

Table 1- Assignments and Points

Assignments	Points
Quizzes 5@10	50
Lesson Plan	44
Comprehensive Management Plan	100
Participation Activities 5@10	50
IRIS Modules	20
Observation Time Logs (Approved Screen Shots) 4@10	40
Observation Reflections 4@20	80
Total Points	384

Table 2- Grading

The percentage of total points will determine final grade.

Grade	Percentage of total points
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% or less

Course Assignments and Assessments

Participation and Reading

Read all assignments carefully. Take notes during reading and any related lecture and /or discussion. Whether or not it is discussed in class, you are responsible for the content of all assigned reading. 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, in class quizzes, or activity assignments cannot be made up.**

The only exception to this is an excused school activity that is pre-approved and documented, or a notification from MSU that you have been placed under quarantine or you tested positive for COVID.

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 can't be made up and will receive a zero. In order for you to get credit for anything you missed during an absence you must have documentation for a school absence or must contact the office of student rights and responsibilities and they must contact me about your absence.

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 (over 3) are considered evidence of lack of dependability, and are taken seriously.

Quizzes

You will be quizzed on your reading assignments periodically throughout this course. Quiz items might be a combination of multiple choice, completion, and short essay questions. There will be 5 of these throughout the course and you will not be able to make these up if you miss for any reason. Some of these will be online and some will be given in class. You will need to be in attendance on all of your assigned days. The only way a quiz or in class activity can be made up is if you have documentation indicating it is a school absence or you have contacted the office of student rights and responsibilities and they have contacted me.

IRIS Modules

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

Comprehensive Management Plan

A comprehensive plan that you develop to help you envision and plan for a productive learning environment. This 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 webdoc using Googlesites.

Lesson Plan

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

Discussion Participation and Reading and Classroom Activities

You will be engaging in numerous classroom activities. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all activities which will be assigned in class and cannot be made up if you miss. Therefore, be in class every time. The activities will vary from case studies, Flipgrid videos, and in-class writings.

Observation Time Logs & Reflections

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

First 15 Days Observation and Reflections

You will be observing how accomplished and highly qualified teachers plan for and implement strategies pertaining to the first 15 days of school in order to set the tone for a successful school year. You will complete the video observation and reflection assignment and upload this to the TK20 link in D2L in addition to keeping track of the time log. To get credit for the timelog, you will need to upload a screenshot of the approved timelog with the screen that shows your name and which timelog to D2L by the due date posted in the calendar.

*EDUC 3163 Classroom Management Students: The Lesson Plan, First 15 Days Video Observation, Reflection, and Time log, Field Placement

Observations of 6 total hours in three different grade levels, 3 teacher-approved time logs for each two hour observation, a reflection for each grade level for a total of three, and the Comprehensive Management Plan are all Texas Education Agency and Accreditation Requirements. These must be turned in to TK20 via D2L for you to pass the course and continue in the program. Failure to complete any one of the following and upload them to TK20 will result in an "Incomplete" 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. It is your responsibility to ensure that the teachers you observe approve your hours. Your assignment is not complete until the teacher approves the time via the email link to TK20.

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 in order 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](#)

Desire-to-Learn (D2L)/Brightspace

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/BRIGHTSPACE for this course unless otherwise specified in the assignment guidelines.*

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 can't 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 can't 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)/Brightspace

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/BRIGHTSPACE 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 BRIGHTSPACE.

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 BRIGHTSPACE will also be checked through Turn It In 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.

Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field.

The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West

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

Marzano, Robert J. (2017) *The New Art and Science of Teaching*. Bloomington, IN: ASCD.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

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

Standard 6A (Professional Practice; Link: [TAC Teacher Standards - Professional Practice](#))

The teacher candidate will possess the knowledge and skills required to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The teacher candidate will have the knowledge and skills outlined in Standard II of the *PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)* required of beginning teachers in Texas.

Standard II

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

2.13k theories and techniques relating to managing and monitoring student behavior;

2.14k appropriate behavior standards and expectations for students at various developmental levels;

2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.19k features and characteristics of physical spaces that are safe and productive for learning;

2.20k the benefits and limitations of various arrangements of furniture in the classroom;

2.21k procedures for ensuring safety in the classroom;

2.22k physical accessibility as a potential issue in student learning;

2.18s organize the physical environment to facilitate learning;

Appendix B

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

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 information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teacher 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 Jan 10-14	<ol style="list-style-type: none"> 1. Syllabus/ Key Assessments 2. Getting to Know One Another 3. Course Pre-Assessment/ Teacher Self-Efficacy Tool 	
Week 2 Jan 17-21	<ol style="list-style-type: none"> 1. Social Contracts 2. Cooperative Learning Structures 	
Week 3 Jan 24-28	<ol style="list-style-type: none"> 1. Lesson Planning 2. Format 3. Standards/ Objectives 4. 	
Week 4 Jan 31-Feb 4	<ol style="list-style-type: none"> 1. Lesson Planning 2. Assessments 3. Differentiation 4. Drafting 	
Week 5 Feb 7-11	<ol style="list-style-type: none"> 1. Read: Chapter 1 Elementary, Chapters 1 & 2 Secondary 2. Understanding Behavior/ Motivation 	
Week 6 Feb 14-18	<ol style="list-style-type: none"> 1. The First Days of School: First 15 Days Video- in class observation 2. How-To TK20 logging hours 3. First 15 Days Assignment Due (Reflection and Timelog) 	Sunday 11:59 PM
Week 7 Feb 21-25	<ol style="list-style-type: none"> 1. Champs Chapter 2: Organization Elementary and Secondary 2. Schedule, bellringers, Signals, Room set ups 	
Week 8 Feb 28-Mar 4	<ol style="list-style-type: none"> 1. Chapter 2: Organization- Procedures & Chapter 3 Elementary; Chapter 4 Secondary 	Sunday 11:59 PM

Week	Activities/Assignments/Exams	Due Date
	2. Procedures 3. Structure Quiz & Rules 4. Elementary Observation Timelog and Reflection due	
Week 9 Mar 7-11	1. Chapter 3:Comprehensive Management Plan 2. Middle School Observation Timelog and Reflection due.	Sunday 11:59 PM
Week 10 Mar 14-18	Spring Break	
Week 11 Mar 21-25	1. Chapter 4: Expectations Elem, Chapter 5 Secondary 2. Champs: Transitions and Activities Expectations 3. High School Observation Timelog and Reflection due.	Sunday 11:59 PM
Week 12 Mar 28-Apr 1	1. Lesson Plan Transitions 2. Continue Working on Comprehensive Management Plan and lesson plan 3. IRIS Modules Due	Sunday 11:59 PM
Week 13 Apr 4-8	1. Chapter 5:Launch Elementary; Chapter 6 Secondary 2. Lesson Planning Peer Review	
Week 14 Apr 11-15	1. Continue Working on Comprehensive Management Plan 2. First Day Script, first day schedule including activities and expectations 3. Lesson Plan final draft due in D2L	Sunday 11:59 PM

Week	Activities/Assignments/Exams	Due Date
Week 15 Apr 18-22	<ol style="list-style-type: none"> 1. Chapter 6: Observe and Use Data- Elem, Chapter 7 Secondary 2. Chapter 7 Elementary, Chapter 8 Secondary 3. Chapter 8 Elementary and Secondary 4. Motivation 5. Classwide Motivation Systems 	
Week 16 Apr 25-29	1. Comprehensive Management Plan Due	Sunday 11:59 PM
Week 17 May 2-5	Finals Week	

Notice

Any class activity or D2L quiz given in a week must be completed by the end of that week on a Sunday at 11:59 PM. 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.