EDUC 3163 X10 Classroom Management
Fall 2024 Part of Term B Syllabus
Midwestern State University
Gordon T. & Ellen West College of Education

Class Location/Time/Days:
Online
October 19, 2024- December 14, 2024

Instructor/Contact Information:
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Office Hours:
Monday 10:00AM-12:00PM, Wednesday 10:00AM-12:00PM, & Friday 9:00AM-10:00AM. Appointments are recommended to avoid conflicts. Zoom appointments also available for other times outside of office hours- contact by email to discuss 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 or phone meeting, depending on your needs.

Course Description
This course focuses on the development of classroom management and instructional techniques in EC-3 settings with an emphasis on guidance techniques, age-appropriate intervention strategies, and establishing safe and effective learning environments for young children.

Textbook & Instructional Materials
Materials – Textbooks, Readings, Supplementary Readings
Required Textbooks – None.
All reading materials will be provided within the course.

COURSE REQUIREMENTS

Minimum Technical Skills Needed
Must be able to use Microsoft Word or other word processing software.
Must be able to navigate to different sites on the Internet.
Must be able to use basic technology tools such as a personal computer and/or a smartphone.

Instructional Methods

This is an online Competency-Based Education (CBE) course. Learning activities include assorted readings and videos, discussions, quizzes, projects, and assignments.

Student Responsibilities or Tips for Success in the Course
To be successful in this course, you must complete **all activities in each module**. Students must stay actively engaged in the course by working through each module in the course for a recommended minimum of four days each week.

Course Competencies/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. Knowledge and skills will be developed within the following competencies:

Upon completion of this course, the student will be able to:

Competency 1: Plan standards-based lessons that are developmentally appropriate.
Competency 2: Analyze instructional strategies for diverse learners.
Competency 3: Identify research-based classroom management strategies.
Competency 4: Develop a safe and effective learning environment.

Standards

The following Texas curriculum standards and exam framework competencies are addressed in this course.

Teacher Standard 1--Instructional Planning and Delivery. (A) (i, ii, iii), (B) (i, ii, iii), (C) (i, ii, iii)
Teacher Standard 3—Content Knowledge and Expertise. (B) (i, ii, iii), (C) (i, ii, iii)
Teacher Standard 4—Learning Environment. (A) (i, ii, iii), (B) (i, ii), (C) (i, ii, iii), (D), (i, ii, iii, iv)

Standard 19 TAC §235.15 (c) Reading Pedagogy. (2)

Test 292 - Early Childhood: Prekindergarten-Grade 3
Domain II – – The Instructional Setting
Competency 004 (Social Skills, Emotional Development and Behavior Support): A. B. C. D.
Competency 005 (The Instructional Setting): A. D. E.

Test 293: Science of Teaching Reading
Domain I – Reading Pedagogy
Competency 001 (Foundations of the Science of Teaching Reading): I. L.

Pedagogy & Professional Responsibilities- Early Childhood: P-3

Standard 19 TAC §235.11
(b) Instructional Planning and Delivery. (1)(4)(5)(6)(7)
(c) Knowledge of Student and Student Learning. (2)
(d) Content Knowledge and Expertise. (1)(4)(5)(6)
(e) Learning Environment (3)(4)
(f) Data-Drive Practice. (1)(2)
(g) Professional Practices and Responsibilities. (1)(3)

Additional standards listed in Appendix A

GRADING

One or more required assessments must be passed to complete each competency module. Candidates will have a maximum of three (3) attempts to pass the assessment. Students must earn an evaluation rating of "proficient" or above on each criterion of the competency assessment rubric in order to pass each assessment. Additionally, if your grade is passing otherwise and you have not completed and submitted any key assessment or program requirement, you will receive an Incomplete for the course.

Final grades in this course will be based on the following scale:

A (Mastery) = 90%-100%
B (Proficiency) = 80%-89%
F (Failure) = 79% or Below

Assessments

Instructional Strategy Toolkit

The purpose of the Instructional Strategy Toolkit is for students to identify and research instructional strategies that are appropriate for the EC-3 classroom. Students will explore different early childhood teaching strategies and provide research-based support for their use.

Lesson Plan

The purpose of the Lesson Plan is for students to demonstrate their ability to plan standards-based instructional lessons. Students will create lesson objectives and plan developmentally appropriate instructional strategies that are aligned with the appropriate Texas Essential Knowledge and Skills standards.
A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.

Field Experiences and Best Practices Reflection

The purpose of the Field Experiences and Best Practices Reflection is for students to observe teachers' classroom management strategies and reflect on how the observed strategies align with educational research. The student will conduct classroom observations as part of their required field experience hours.

You are required to complete and document a <u>minimum of 8 hours</u> of field experiences during this course to include:

- 2 hours for the First 15 Days Video Viewing and Reflection
- 2 hours of observation in an elementary classroom
- 2 hours of observation in a middle school classroom
- 2 hours of observation in a high school classroom

Each of these four field experiences (observations) will include a reflection that must be submitted in TK20.

Field experience hours must be documented in TK20 and approved by the classroom teacher. A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.

Classroom Management Plan

The purpose of the Classroom Management Plan is for students to demonstrate their ability to create a safe and effective EC-3 learning environment. Students will use research-based strategies to design classroom rules, expectations, and routines. Students will design a physical classroom that is appropriate for EC-3 learners and plan for communicating classroom management procedures to students and families.

A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.

NOTE: If the course ends and you do not pass all required competency assessments, you will receive a grade of "F" and be required to retake the course to complete all competencies. In rare exceptions, incompletes may be awarded at the discretion of the faculty member. Incompletes will only be considered for documented emergency situations where the student only has one assessment left to pass.

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.

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

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 will 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 individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Table 1- Course Schedule

Week or Module	Activities/Assignments/Exams	Assignment and Due Date
Module 1: Analyze instructional strategies for diverse learners.	Read Articles Watch Videos Complete Activities Research Activity	Sunday, November 3, 2024 11:59 PM Instructional Strategy Toolkit
Module 2: Plan standards-based lessons that are developmentally appropriate.	Read Articles Watch Videos Complete Activities	Sunday, November 17, 2024 11:59 PM Lesson Plan
Module 3: Identify research-based classroom management strategies.	Read Articles Watch Videos Complete Activities	Monday, December 2, 2024 11:59 PM Video Observations: Best Practices Reflections
Module 4: Develop a safe and effective learning environment.	Read Articles Watch Videos Complete Activities	Wednesday, December 11, 2024 11:59 PM Classroom Management Plan

Important Dates

Refer to: 2024/2025 Academic Calendar for all deadlines.

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.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As

a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu
You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit https://msutexas.edu/titleix/

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.

Late Work
Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit.

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 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.

Acceptable Use of Artificial Intelligence (AI) Tools:
AI is an amazing tool and can be a powerful reference and resource; however, it should be used as a reference/resource only. Passing another person or entity's work off as your own is dishonest and can also prevent you from properly learning the material you

should in this course. Therefore, using AI to compose/create your assignments for you will not be tolerated. Assignments in which the professor suspects the majority was composed by AI will receive a zero. If a student receives a zero, the student may resubmit the work, revised in their own writing for half credit. The following are acceptable ways to use AI in this course but a citation must be provided to give credit to the AI program used:

- providing you an example answer to a question (put answer into your own words)
- give you a template or provide you a format to follow
- assist with wording difficult concepts (then put into your own words for your assignment)
- researching topics to give you additional information or other viewpoints on a topic
- ideas for lesson activities

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

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.

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

Standard 19 TAC §235.15 (c) Reading Pedagogy.
>   (2) implementing both formal and informal methods of measuring student
>   progress in early reading development.

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): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

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.

Pedagogy & Professional Responsibilities- Early Childhood: P-3

Standard 19 TAC §235.11

(b) Instructional Planning and Delivery. (1)(4)(5)(6)(7)

> (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.

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

(d) Content Knowledge and Expertise. (1)(4)(5)(6)

> (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.

(e) Learning Environment (3)(4)

> (3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
>
> (4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(f) Data-Drive Practice. (1)(2)

> (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.
>
> (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(g) Professional Practices and Responsibilities. (1)(3)

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

Appendix B
Subchapter AA. Teacher Standards
Teacher Standard 1--Instructional Planning and Delivery.
(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.

Teacher Standard 3—Content Knowledge and Expertise.
(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.

Teacher Standard 4—Learning Environment.

(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.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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.

Appendix D
Inclement Weather: In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will be handled on a case by case basis.