



**EDUC 5113 X20 Management Techniques for Ele, Middle School, and Secondary
Spring 2025 Term B Syllabus**

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

Class Location/Time/Days:

Virtual
March 22- May 9

Instructor/Contact Information:

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Office Hours:

Tuesday: 2:00-3:00 pm
Wednesday: 10:00 am -12:00 pm
Thursday: 10:00 am -12:00 pm
Note: By appointment for all online learners

Instructor Response Policy

The best way to contact me is through email. 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 provides knowledge and skills related to designing effective classroom management and instructional techniques to optimize student learning and motivation. This course will emphasize creating and maintaining safe, effective, and developmentally appropriate learning environments for school and community settings. *Course may not be used for students seeking Texas certification.*

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 course. Learning activities include assorted readings and videos, discussions, 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 Objectives/Standards

The teacher candidate will acquire the necessary knowledge and skills to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The knowledge and skills will be developed within the following objectives:

Course Objectives, Standards, and Assessments

Course Objectives	Standard	Assignments/Assessments
1. Design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners, and encourage higher-order thinking, persistence, and achievement;	<p>RULE §149.1001</p> <p>Texas Teacher Standard I –</p> <p>A (i)(ii)(iii)</p> <p>B (i)(ii)(iii)</p> <p>C (i)(ii)(iii)</p> <p>Texas Teacher Standard 3-</p> <p>B (i)(ii)(iii)</p> <p>C (i)(ii)</p> <p>Texas Teacher Standard 5-</p> <p>B (i)(ii)(iii)</p> <p>C (i)(ii)</p> <p>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</p>	<p>-Lesson Plan</p> <p>-Comprehensive Management Plan</p>

Course Objectives	Standard	Assignments/Assessments
	§235.11(d)(1)(4)(5)(6)	
2. Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;	RULE §149.1001 Texas Teacher Standard I – C (i)(ii)(iii) PPR EC-3: Standard 19 TAC §235.11(c)(2) PPR EC-3: Standard 19 TAC §235.11(b)(1)(4)(5)(6)(7) 19 TAC §228.30(c)(4)	-Classroom Activities -Lesson Plan -IRIS Modules -Observation Reflections -Comprehensive Management Plan
3. Organize a safe, accessible, and efficient classroom established during the first 1-20 days of school, while monitoring, changing, and sustaining effective management practices to meet the needs of all students throughout the year;	RULE §149.1001 Texas Teacher Standard 4- A (i)(ii)(iii) B (i)(ii) C (i)(ii)(iii) D (i)(ii)(iii) Exam Framework Pedagogy and Professional Responsibilities EC-12 (160) Domain II- Standard II: Comp 5: A, B, C, D, E, F, G 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	Exam Framework Pedagogy and Professional Responsibilities EC-12 (160) Domain III- Standard III	-Classroom Activities -Comprehensive Management Plan -First 15 Days Reflection

Course Objectives	Standard	Assignments/Assessments
sustained throughout the entire school year.	Comp 007- A, B, C, D PPR EC-3: Standard 19 TAC §235.11(g)(1)(3)	-Observation Reflections

**Additional standards listed in Appendix A*

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

WCoE Philosophy & Conceptual Framework Overview

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual’s potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for “cause beyond self” are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors. The outcomes for graduates and undergraduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).

Additional guidelines on procedures in these matters may be found in the Office of Student Rights and Responsibilities.

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

b. The term "plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and

clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

c. The term “collusion” means collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

For more information, refer to the:

[Office of Student Rights and Responsibilities](#)

Table 1- Assignments and Points

Assignments	Points
Lesson Plan	60
Comprehensive Management Plan	100
Participation- Getting to Know You and Child Abuse Training Certificate	20
Participation	80
IRIS Modules	20
Time Logs 4@10	40
Observation Reflections 4@20	80
Total Points	400

Table 2- Grading

The percentage of total points will determine final grade.

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

Course Assignments and Assessments

Participation and Reading

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

IRIS Modules

These consist of 5 modules that you will complete online that cover acting out, disruptive behaviors, differentiated instruction, and developing a comprehensive management plan. The case analysis will be typed 12pt font TNR and turned in to D2L. Put all modules in one document in the order on the instruction sheet with questions included.

Comprehensive Management Plan (key assessment uploaded in D2L)

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

Lesson Plan (key assessment uploaded in D2L)

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

Observation Time Logs & Reflections

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

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

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

First 15 Days Observation and Reflections (Key Assessment)

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

The assignments are Texas Education Agency and Accreditation Requirements. These must be turned in to TK20 via D2L for you to pass the course and continue in the program. Failure to complete any one of the following and upload them to TK20 will result in an "Incomplete" if you are not otherwise already failing the course, which will become an F two weeks after the course ends if the requirements are not met at that time. Your assignment is not complete until the teacher approves the time via the email link to TK20.

MSU-TEXAS Policies and Procedures:

Student Handbook

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

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). For specific information and information regarding financial aid policies, contact the MSU business office.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

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

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced

policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

Campus Carry

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

Active Shooter

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

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#).

Grade Appeal Process

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

Notice

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

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom may result in a request to drop the class, and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

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

Late Work

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

Inclement Weather

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

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L

through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through D2L.

Plagiarism

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from [Student Handbook](#). All assignments submitted in D2L will be checked through Turnitin for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

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

Research-Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field. The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

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

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

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

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

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

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

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

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