

Sul Ross State University

Department of Education

EDUA 4322 Classroom Management – Fall 2024 Tuesday/Thursdays

2:00 p.m. -3:15 p.m.

Professor: Dr. Diana Rodriguez

Office: Virtual and By Arrangement on T/TR 9:00 a.m.-2:00 p.m.

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Course Description: This web course focuses on the need for improved teacher knowledge and skills in classroom management. The course will cover the components of comprehensive classroom management, the history of classroom management practice and research, school factors that influence students' learning and behavior, factors that influence a teacher's decision about classroom management, and students will develop their own approach to professional, effective and responsible classroom management.

Student Learning Outcomes:

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

Marketable Skills SLOs:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Students have the ability to effectively use technology to communicate.

Pedagogy and Professional Responsibilities Standards EC-12 Grade:

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

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

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

T-TESS Evaluation Framework:

1. Domain I-Planning
2. Domain II-Instruction
3. Domain III-Learning Environment
4. Domain IV-Professional Practices and Responsibilities

Required Textbook(s) & Software: You are to purchase the following textbooks:

Smith, D. Fisher, D. & Frey, N. Better than carrots or sticks: Restorative practices for positive classroom management. ISBN: 9781416620624.

Springer, M. (2020). Social-emotional learning and the brain: Strategies to help your students thrive. ASCD. ISBN: 9781416629498

AND

240 Tutoring (See Blackboard for details).

Texas Administrative Code: The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Classroom management/developing a positive learning environment
- Pedagogy/instructional strategies

Course Requirements:

- Adhere to the SRSU attendance guidelines. Absenteeism and tardiness are unprofessional and reflect a person's attitude and work ethic. Through your course assignments and your Field Experience, you have an opportunity to make a good, positive impression. Set high goals for yourself. Always do your best.
- Meet due dates for all assignments. Most assignments are due by midnight. Late submissions are not accepted
- Spend 20 hours in field observations in a public-school classroom and report on these observations.
- Prepare for your content exam by completing your study plan with 240 Tutoring
- Participate in the activities found in Blackboard each week.
- Use a student planner to organize responsibilities, manage time and meet course deadlines. Recommended.
- Demonstrate proficiency in English grammar, including written and oral communication.

Professional Expectations for Field Experience:

Remain Punctual and Professional: These observation hours and the Field Experience Log are a TEA Requirement.

Remember that you are a guest in the school. Even if you notice something you disagree with, you must refrain from prompting a discussion about it. No Exceptions! Behaviors that will make you a welcome guest include:

- Follow the district's policy. No Cell Phone Use while you observe.
- Dress professionally. Take your cue from the teachers in the school. In the eyes of the students, you are a teacher. Step up onto the stage and enjoy your new role.
- Tattoos should be covered, and piercing jewelry removed.
- Caps and hats should not be worn in the building.
- Refrain from eating, drinking, and gum chewing in the classroom.
- Wear your nametag.
- Sign in at the main office. Knowing who is on campus is always part of keeping students safe.
- Always make sure the classroom teacher is expecting you. Situations change. Some days are better for visiting than others are. Some days might not be good at all. Attempt to set up your observation days and times during your initial visit with the teacher. Find out how the teacher wants to communicate: email, text, phone. **ALWAYS notify the teacher if you must change your plans** and won't be able to observe when you had planned to observe.
- Arrive at the classroom ahead of schedule. Wait outside the door if the teacher has not yet arrived.
- Always bring your Field Observation Log with you. Getting this signed by the classroom teacher is a TEA requirement and proof that you are meeting the TEA field observation requirement.
- Participate or interact with the students if invited to do so. Let the teacher know prior to your visits that you are willing to help in any way you can.
- At the end of the observation, ask the teacher to initial your Field Observation Log. Politely provide a pen for him or her to do so.
- Thank the teacher for allowing you to visit.
- Return to the main office and sign out.
- Reflect on what you observed.

Assignment Descriptions

Review the Course Schedule for all due dates. Students are expected to participate in this course within Blackboard. Activities will be assigned weekly, and assignments include answering guided questions, field observations, field reports and written reflections, reading response activities, and other appropriate assignments regarding test prep in your content area. Students are required to participate in weekly assignments.

Class Participation: On a weekly basis, this course will rely heavily on written Discussion Boards to engage in active learning of the materials.

Letter of Introduction: It is your responsibility to find a school that is accredited in Texas, to complete field experience observations on your own. Write a **Letter of Introduction** to the campus Principal and communicate who you are, what you are required to do in the course, provide a copy of your background check, and ask for their permission to observe on their campus. Copy me to this email and submit it to Blackboard by the end of Week 1. Share what you hope to accomplish and your willingness to help out on the campus during the observation experience (if you are granted permission). Request a mentor teacher, who will enable you to observe in his/her classroom.

Discussion Board (15 Total): Initial post is due on Wednesday of each week by 11:59 p.m. to allow enough time for discussion. 2 Peer Responses are due Sunday by midnight. Your participation will be evaluated based on the rubric provided in Blackboard (Bb).

Background Check: *Field Experience Requirements* PRIOR to Observations: Prior to beginning your 20-hour Field Experience Observations in any public school, you are **required** to have a **computerized criminal history background check**. All candidates were **required** to submit authorization for a criminal background check as part of the admission process. If you have not completed your background check, please reach out to the Testing Coordinator and Certification Specialist Ms. Madison Owen at Madison.Owen@sulross.edu by Week 1 of the term. Please note, oftentimes a school district will want to conduct its own criminal background check in addition to the Sul Ross Program. If so, the candidate will be responsible for completing any background checks and fingerprinting requested by a school district. However, if you are registered for EDUA 3303 along with EDUA 4322, Dr. Jeanne Qvarnstrom will guide you on the Alpine ISD background check.

Field Experience Log (20 hours): The objective of the field experience is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. You are required to log each date and time frame when you observe. The assigned mentor teacher will need to initial each observation and sign your log of 20 hours at the end of the course. You may access the Field Experience Log in Blackboard under "Course Resources". **To receive a grade for this course**, the Field Observation Log must be completed and turned into Blackboard by Week 14. The log must include a description of observations and student signature, and mentor teacher initials each week and signature for the term. Total Hours Required: 20 hours of observation.

Duration: The observation is spread out over a period from week 4 to week 13.

Weekly Commitment: 2 hours of observation per week.

Mentor Teacher's Role: A mentor teacher must initial and date the Field Log each week. This log tracks the student's progress and ensures that the observation hours are completed as scheduled.

Dates on Field Log: The dates on the Field Log must reflect the specific week when each 2-hour observation segment is completed.

TEA Requirement: This refers to a requirement set by the Texas Education Agency (TEA).

Condition for Course Credit: No credit will be granted for the course, regardless of the student's grade, if the Field Experience Log is not properly completed and initiated by the Mentor Teacher.

This requirement is a structured program where a student is expected to complete 20 hours of observation, distributed evenly over 11 weeks, starting from week 4 and ending in week 13. The student must document these hours in a Field Log, which must be validated weekly by a mentor teacher to meet the educational requirements and to qualify for course credit.

Classroom Observation Form (5 Structured Observation forms): See calendar for 5 due dates. During each observation, use the structured form (found in Bb under Course Documents) to record specific observations related to proactive and restorative classroom management strategies. Focus on the interaction between the teacher and students, the use of proactive techniques, and the implementation of restorative practices. Take note of any notable observations, strategies, or instances that align with proactive and restorative approaches. You will complete 5 Observation Forms.

Classroom Management Essay: You will create a classroom management essay describing your future classroom and what you hope to accomplish. You will utilize the knowledge you have learned from the chapters as well as various other resources. (See module for details).

Teacher/Parent and Teacher/Student Communication Letters: Please use your original, not form letters. Letters should have all the correct components of professional communication. (See module for details).

IEP and 504 Case Study: You will read two use cases to analyze the differences between the student needing 504 services and the student with the IEP. (See module for more details).

240 Tutoring Study Requirement: In order to enhance your knowledge and preparation for the TExES Content Exam, you are required to engage with **240 Tutoring** throughout the semester. This requirement is designed to support your success in the TExES Content exam and ensure that you are well-prepared for the content and beginning the internship for the next academic year. The goal is to ensure regular engagement with 240 Tutoring and to track your progress leading up to the Mid-Term and achieving official Test Approval on the Content TExES exam by March. Ensure you have access to 240 Tutoring throughout the semester by reaching out to Madison Owen at madison.owen@sulross.edu. If you encounter any issues or have questions, reach out to the instructor promptly.

Sign UP for 240 Tutoring: Sign up for 240 Tutoring using the unique link (provided by Madison Owen) being sure to use your **Sul Ross email address** when setting up your account: Sign up by week 1. The Diagnostic Test is Due Week 2.

1. **Step One - The Diagnostic Test (Orange Score Report)** will give the percent correct on the diagnostic test candidates are encouraged to take at the beginning to get a benchmark. This diagnostic test is to be considered an assessment of your knowledge comprehension at that point in time. Scores for the Diagnostic Test are not an indication of how well you will perform on the Practice Test or the actual TExES exam. This is a baseline or starting point for your test preparation.

2. **Step Two - The Study Guide Progress Report (Purple)** provides information on percent completion of the study guide modules. Emphasis is placed on the completion of the content modules first to unlock the course ending practice test. The goal is to focus on content knowledge as opposed to question/answer memorization. Students have to complete the modules for each competency which include instructional materials (both written and videos), flash cards, and quizzes. A minimum score of 70% or higher must be achieved for each competency before the student is able to advance to the practice test.

3. **Step Three – The Practice Test (Green Score Report)** will give the percent correct on the course ending practice test. This test will be available at the completion of the content modules and will be used to verify initial testing approval. The candidate is given three attempts at the practice exam and you are required to achieve a 90% or better in all domain areas for test approval.

You cannot shortcut the first two steps of the study plan and expect to achieve the requirement. If you are unable to achieve the required 90% or better scores required for test approval on the domains, you will need to contact Madison Owen at madison.owen@sulross.edu to request if 240 Tutoring can reset your plan. Be aware that Sul Ross State University faculty and staff will have access to all of your plans and will be able to monitor your progress.

See Course Calendar for Weekly Modules, Weekly Readings, and Assignments. This class is reading intensive and includes required readings in the two course textbooks.

Course Assignments and Grades

You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and Sul Ross email for the course. Complete all assigned readings and coursework by the due date. Most assignments are due on Blackboard by midnight. However, you must review the syllabus and announcements for submission details.

Submission Requirement	Possible Points
Class Participation *Ongoing	
Letter of Introduction *Week 1	
Field Experience Log (20 hours) *Week 14 20 Hours Observations *2 hours per week from week 4 through week 13 (Mentor Teacher must initial and date the Field Log each week. The dates must reflect the week each 2 hour segment is due). TEA Requirement.	50
Discussion Boards (15 Total at 10 points each) *Ongoing	150
240 Tutoring Diagnostic Test (Completion Grade) *Week 2	100
Background Check *Week 2	50
Teacher/Parent Communication Letter *Week 4	50
Teacher/Student Communication Letter *Week 4	50
240 Tutoring Study Guide Progress Report *Week 4	50
Classroom Observation Form (5 Total at 20 points each) *Ongoing	100
IEP & 504 Case Study *Week 6	50
240 Tutoring Study Guide Progress Report (2 Total) *Week 4, Week 6,	50
240 Tutoring Practice Test 1 *Week 8 (Mid-Term)	100
Classroom Management Essay *Week 15	100
Final Exam (240 Tutoring Test #2) *Week 16	100

Grading:

A= 895-1000 Average	B= 795-894 Average	C= 695-794 Average	D= 595-694 Average	F=595 and below
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1. Grades will be posted in Blackboard regularly when work is turned in on time. If work is not turned in by the deadline, do not expect an immediate posting of grades.
2. All assignments are due on the dates posted in Modules and Course Calendar (See Late Work).

Late Work: You are practicing being a professional in a classroom. It is imperative that you turn in your work on time just as you expect your students to do so. If you have an emergency and are unable to complete your work by the deadline, please email me as soon as possible to discuss. ALL late work grades will be reduced, and full credit will not be available. You will receive half credit for all late work. IF the work is not turned in and there is no communication, the grade will be a zero. IF the work is not turned in by the agreed and communicated deadline, the grade will be a zero.

Policies

Attendance. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to “explained and excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled electronically on Blackboard), to be punctual, and to complete all assignments on time.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites or generative A.I. without citation.

AI Integrity Policy. This policy outlines the acceptable use of Artificial Intelligence (AI) tools in this course. The goal is to ensure that students understand the ethical considerations, responsibilities, and academic integrity expectations related to AI usage.

Acceptable Use of AI Tools

1. Students may use AI tools to enhance their understanding of course material. This includes utilizing AI for study aids, language translation, and practice exercises, provided these tools are not used in ways that violate the integrity of assessments or assignments.
2. AI tools can be used for grammar checking, citation generation, and research organization. However, students must properly attribute all sources and avoid over-reliance on AI-generated content. Original thought and critical analysis should be the primary focus.
3. AI can facilitate collaborative learning and discussion, but students must disclose when AI tools are used in collaborative settings. The use of AI should not replace human interaction and critical thinking.

Prohibited Uses

1. Using AI tools to generate answers for quizzes, exams, or other assessments is strictly prohibited. This includes using AI to write essays, solve problems, or complete assignments without proper attribution.
2. Presenting AI-generated content as one's own work without proper attribution is considered plagiarism. Students must clearly distinguish between their own work and any AI-generated assistance.
3. AI tools should not be used to engage in unethical or inappropriate behavior, such as generating harmful, offensive, or misleading content.

Consequences of Violations

Violations of this policy will be treated as breaches of academic integrity and may result in disciplinary action, including but not limited to:

- A failing grade on the assignment
- A failing grade for the course
- Referral to the institution's academic integrity board

Best Practices for Using AI Tools

1. Always disclose the use of AI tools when submitting assignments or participating in discussions.
2. Evaluate AI-generated content critically and ensure that it aligns with course objectives and academic standards.
3. Use AI as a supplementary tool rather than a replacement for original analysis and creative thinking.

Seeking Guidance

If you are uncertain about the appropriate use of AI tools in a specific context, please consult with me before proceeding. As the instructor of this course, I am available to clarify the policy and provide guidance on acceptable practices.

Required by American with Disabilities Act SRSU Disability Services. SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Required for Remote/Online Courses - SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

This course syllabus is intended to guide you and may be amended at any time.

EDUA 4322 Course Calendar

Follow this calendar to fulfill the course responsibilities accordingly.

Weeks 1-3: Module 1 - Foundations for Successful Teaching: Cultivating Classroom Dynamics, Relationship Building, and Management Strategies

Week 1: Building Positive Classroom Dynamics and Effective Observation Strategies

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Chapter 1:** Punitive or Restorative: The Choice is Yours
- Introduction to Classroom Observation Forms and Observation Final Report
- Post Discussion Board 1 (Wed.)
- Post Peer Response (Sun.)
- Submit Letter of Introduction to Campus Principal (Only if you are completing observations outside of Alpine ISD).

Week 2: Enhancing Relationships through Learning

- Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- **Chapter 2:** Relationships and Meaningful Instruction
- Post Discussion Board 2 (Wed.)
- Post Peer Response (Sun.)
- **Submit 240 Tutoring Diagnostic Test (Orange Score Report)**
- Submit documentation of Background check

Week 3: Effective Classroom Management and Behavior Expectations

- Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- **Chapter 3:** Classroom Procedures and Expectations: Structures that Support Restorative Practices
- Post Discussion Board 3 (Wed.)
- Post Peer Response (Sun.)

Weeks 4-6: Module 2 - Promoting Restorative Practices in the Classroom: Enhancing Communication, Building Peace, and Cultivating Inclusive Learning Environments

Week 4: Adapting Communication for Student Understanding & Strengthening Family-School Communication

- Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- **Chapter 4:** Peace Building: Using Informal Restorative Practices Every Day
- Post Teacher/Parent Communication Letter
- Post Teacher/Student Communication Letter
- Post Discussion Board 4 (Wed.)
- Post Peer Response (Sun.)
- **Submit 240 Tutoring Study Guide Progress Report 1 (Purple)** by Sunday/WK 4
- **Observe** 2 hours in the classroom (hours 1 and 2)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 4 (REQUIRED)

Week 5: Creating a Safe and Inclusive Learning Space

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Chapter 5:** Peacemaking: Strategic Implementation of Formal Restorative Practices
- Post Discussion Board 5 (Wed.)

- Post Peer Response (Sun.)
- Post Classroom Observation Form #1 (2 hours); include mentor teacher official signature
- **Observe** 2 hours in the classroom (hours 3 and 4)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 5 (REQUIRED)

Week 6: Fostering Engaging and Reflective Learning Environments

- Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
- **Chapter 6:** Creating the Mindset for Restorative Practices
- Post IEP & 504 Venn Diagram (Sun.)
- Post Discussion Board 6 (Wed.)
- Post Peer Response (Sun.)
- **Submit 240 Tutoring Study Guide Progress Report 2 (Purple)** by Sunday/WK 6
- **Observe** 2 hours in the classroom (hours 5 and 6)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 6 (REQUIRED)

Weeks 7-10: Module 3 - Exploring Social Emotional Learning

Week 7: Building Teacher-Student Relationships

- Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- **Introduction and Chapter 1** (Textbook 2)
- Post Discussion Board 7 (Wed.)
- Post Peer Response (Sun.)
- Post Classroom Observation Form #2 (2 hours); include mentor teacher official signature
- **Observe** 2 hours in the classroom (hours 7 and 8)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 7 (REQUIRED)

Week 8: Empathy (Mid-Term Week)

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Chapter 2:** Empathy
- Post Discussion Board 8 (Wed.)
- Post Peer Response (Sun.)
- **Submit 240 Tutoring Practice Test 1 (Green Score Report)** by Sunday/WK 8
- **Observe** 2 hours in the classroom (hours 9 and 10)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 8 (REQUIRED)

Week 9: Self-Awareness

- Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- **Chapter 3:** Self-Awareness
- Post Classroom Observation Form #3 (2 hours); include mentor teacher official signature
- Post Discussion Board 9 (Wed.)
- Post Peer Response (Sun.)
- **Observe** 2 hours in the classroom (hours 11 and 12)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 9 (REQUIRED)

Week 10: Self-Management

- Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
- **Chapter 4: Self-Management**
- Post Discussion Board 10 (Wed.)

- Post Peer Response (Sun.)
- **Observe** 2 hours in the classroom (hours 13 and 14)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 10 (REQUIRED)

Weeks 11-14: Module 4- Developing Social-Emotional Competency**Week 11: Social Awareness**

- Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.
- **Chapter 5: Social Awareness**
- Post Classroom Observation Form #4 (2 hours); include mentor teacher official signature
- Post Discussion Board 11 (Wed.)
- Post Peer Response (Sun.)
- **Observe** 2 hours in the classroom (hours 15 and 16)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 11 (REQUIRED)

Week 12: Relationship Skills

- Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- **Chapter 6: Relationship Skills**
- Post Discussion Board 12 (Wed.)
- Post Peer Response (Sun.)
- **Observe** 2 hours in the classroom (hours 17 and 18)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 12 (REQUIRED)

Week 13: Responsible Decision Making

- Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- **Chapter 7: Responsible Decision Making**
- Post Classroom Observation Form #5 (2 hours); include mentor teacher official signature
- Post Discussion Board 13 (Wed.)
- Post Peer Response (Sun.)
- **Observe** 2 hours in the classroom (hours 19 and 20)
- **Submit** 2 hours on Field Log with Mentor Teacher Initials and date reflecting week 13 (REQUIRED)

Week 14: People, Not Programs: The Positive Impact of SEL

- Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- **Chapter 8: People, Not Programs: The Positive Impact of SEL**
- Post Discussion Board 14 (Wed.)
- Post Peer Response (Sun.)
- Post Field Experience Log (Reflecting total 20 hours) by Sunday/WK 14. (See Syllabus for details). If you need to make up less than 4 hours, this is the week to do so. Please make sure your make-up hours on the log reflects week 14 dates.

Weeks 15-16 Module 5 Culmination and Reflection

Week 15: Reflection and Review

- Post Classroom Management Essay (Sun.)
- Post Discussion Board 15 (Wed.)
- Post Peer Response (Sun.)

Week 16: Submit 240 Tutoring **Practice Test 2 (Green Score Report)** by Monday 2 p.m. (Final Exam)

This course syllabus is intended to guide you and may be amended at any time.