

Sul Ross State University

EDUA/EDSR 4322 Classroom Management-Fall 2025 Tuesday/Thursday

2:00 p.m. – 3:15 p.m.

Professor: Dr. Jeanne Qvarnstrom

Office: Virtual and by arrangement-MTW 9:30 a.m. to noon

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Course Description: This web course focuses on the need for improved teacher knowledge and skills in classroom management. This 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—Required by Southern Association of Colleges and Schools Commission on Colleges:

1. Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
2. Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
3. Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
4. Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Marketable Skills – required by the Texas Higher Education Coordinating Board:

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 Grades:

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 created 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 Textbooks & Software:

Smith, D. Fisher, D & Frey, N. (2015). 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. ASBN: 9781416629498.

240 Tutoring-provided by the SRSU Education Department upon request

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 the 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.
- Spend 15 hours in Field Experience in a public school classroom and document those observations in Blackboard and the SLL system.
- Prepare for your content exam by completing your study plan with 240 Tutoring.

- Participate in the activities found in Blackboard each week.
- Demonstrate proficiency in English grammar, including written and oral communication.

Professional Expectations for Field Experience:

Review the Early Field Experience Handbook posted in Blackboard and share with your host teacher.

Remember that you are a guest in the school. If you notice something confusing, you can politely ask the teacher or discuss with your instructor in EDUA 4322.

Remember these behaviors-

- Follow the district's policies.
- No cell phones while you are observing.
- 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 chewing gum in the classroom.
- Sign in at the main office.
- Always make sure the classroom teacher is expecting you. 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 Structured Observation Form 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 students if invited by the teacher 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 each observation, 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. You will be completing a variety of assignments including the following:

Class Participation: Attendance is vital to gain insights from others in the class and benefit most from assignments through class discussions. Students are expected to participate either in-person or in Collaborate in class on scheduled Tuesdays and Thursdays each week.

Letter of Introduction: If you are NOT planning to observe in Alpine ISD, it is your responsibility to find a school that is accredited in Texas to complete the field experience observations. As a professional courtesy, ALL students will write a letter of introduction to the school. In Alpine, the salutation will be Dear Teacher. For all other schools, you will be addressing the letter to the campus principal. If you are enrolled in both EDUA/EDSR 3303 and 4322, the total hours will be 30.

If you are observing in Alpine ISD, you will complete the criminal background check in class. For all other schools, students must meet the criminal background check requirements of the district. Your letter of introduction is due on September 3 in class, so it can be edited, if needed, and delivered to the respective schools either during the class visits in Alpine ISD or individually by students. This process for students not observing in Alpine may take time, so it is critical to begin the request process to assure that you will have time to complete the required observation hours (either 15 or 30 hours).

Discussion Boards (15 total): This course will rely heavily on written Discussion Boards to engage in active learning of the material. For full credit, you will be required to respond to other students' postings. The initial post will be due on Wednesday, and peer responses will be due on Saturday by midnight.

Field Experience-LOG (15 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 of field observations. Fifteen hours (15) of observation are required for this course. You are required to log each date and time with a very brief description in the Student Learning and Licensure system (SLL) that you may access through Blackboard. To earn a grade for this course, the Field Observation Log in SLL and the Structured Observation Forms with the host teacher's signature and the student's signature in SLL must be completed by Week 14.

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

Weekly Commitment: 2 hours of observation per week

Host Teacher's Role: The host teacher must sign and date each Structured Observation Form.

Dates on Field Log and Structured Observation Forms: Must reflect the specific week when the observations were 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 is not properly completed and signed by the Host Teacher.

This requirement is a structured program where a student is expected to complete 15 hours of observation, distributed evenly over 11 weeks, starting from week 4 and ending in week 13. The student must document these hours in the Field Log in SLL and in the Structured Observation Forms that must be signed by the host teacher to meet the educational requirements and to qualify for course credit.

Field Experience: 8 Structured Observation Forms: During each observation, use the structured observation 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 8 observation forms. See the calendar for the eight due dates. The exact number may vary depending upon how many hours are reported on each form. However, no more than 3 should be reported on any one form. By submitting forms for 15 hours, students may earn up to 160 points.

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, resources and your observation reports (see module for details).

Teacher/Parent and Teacher/Student Communication Letters: Create your own original letters that reflect 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 details).

240 Tutoring Requirement:

As part of this course, you will need to complete 240 Tutoring. If you have not completed the content exam, then you will begin with the TExES Content since you must pass the TExES Content exam to be eligible to student teach. If you have passed your content exam, then you will need to work on the STR or PPR 240 Tutoring. Please plan to dedicate time each week to work through the program's study guide.

If you do not already have a 240 Tutoring account, please reach out to Alejandra Maldonado (alejandra.maldonado@sulross.edu) to get an account. Once you have your account, you will enroll in the the appropriate course and take the diagnostic test.

Diagnostic Test: Also known as your “[Plan to Pass](#)” is located inside your study guide in the left-hand corner. It is designed to create a personalized study plan so you know exactly what to study to pass your exam! This plan will help structure your studies and focus your preparation.

Please utilize the study guide and take your time to learn the material. Once you have completed the study guide (including quizzes etc.), you will take the practice test. You must score a 90% or higher on the PRACTICE TEST to get testing approval.

You will reach out to Susan Land (sharper@sulross.edu) if you are in Uvalde, Del Rio, or Eagle Pass for test approval or Madison Owen (madison.owen@sulross.edu) if you are in Alpine.

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 you are well-prepared for the content and beginning your student teaching. 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 in March. Ensure you have access to 240 Tutoring throughout the semester by reaching out to Alejandra Maldonado at Alejandra.maldonado@sulross.edu. If you encounter any issues or have questions, reach to the instructor promptly. There are multiple steps in using 240 Tutoring for students who plan to do student teaching in Fall 2025. **Let your instructor know**

immediately if you are not planning to student teach in Spring 2026. Some, but not all of these steps, will be required at this time for students not planning to student teach in fall.

1. Sign up for 240 Tutoring using the unique link being sure to use your Sul Ross email address when setting up your account. **Sign up in Week 1.**
2. Diagnostic Test (orange score report) will give the percent correct on the diagnostic test candidates take at the beginning to get a benchmark. The 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 in your test preparation.
3. 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.
4. 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 90% or better in all domain areas for test approval.

You cannot shortcut the first three steps of the study plan and expect to achieve the requirement. You must contact Alejandra Maldonado 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.

If you are seeking EC-6 Certification, you are required to study all five subjects and test on all five subjects. If you are not student teaching spring 2026, you must study in 240 Tutoring. However, you can take the alternative test.

Course Calendar for Weekly Modules, Readings and Assignments.

This course is reading intensive and includes required reading in two textbooks and other materials.

Check your Blackboard account daily. It is your responsibility to keep up with announcements, updates, and SRSU email for the course. Complete all assigned readings and coursework by the due date. Review Blackboard for assignment and submission details.

Assignment	Points Possible	Module/Date
Class participation		ongoing
Register for 240 Tutoring		Week 1/August 30
Letter of Introduction (if you are in EDUa 3303, it may be the same letter with adjustments)	20	Week 2/September 3
Discussion Boards (15 total at 10 points each)	150	Check dates in Bb
240 Tutoring Diagnostic Test (completion grade)	100	Week 2/September 6
Teacher/Parent Communication Letter	50	Week 4/September 20
Teacher/Student Communication Letter	50	Week 4/September 20
240 Tutoring Study Guide Progress Report (1 of 2)	50	Week 4/September 20
Classroom Structures Observation Reports in Bb (8 total with 1 - 2 hours each at 20 points each) for a total of 15 hours.	160	September 20 September 27 October 4 October 11 October 18 October 25 November 1 November 8
Classroom Hours Logged in SLL to match reports		September 27
Quiz: Better Than Carrots or Sticks	25	Week 6/October 2
IEP & 504 Case Study	50	Week 6/October 4
240 Tutoring Study Guide Progress Report (2 of 2)	50	Week 6/October 4
240 Tutoring Practice Test 1	100	Week 8/ October 18
240 Tutoring Practice Test 2, 3 as needed		
SEL Test No Class/online test	50	Week 13/November 20
Classroom Management Essay (course final)	100	Week 15/December 3

Grading: A = 90% or higher, B = 80-89%, C = 70-79%, D = 60-69%, F = below 60%

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.

Policies

Attendance: In this course, you are expected to attend and participate in all classes (as scheduled in Bb), to be punctual, and to complete all assignments on time. SRSU Class Attendance policy states, “The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences.

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 are not limited to: Turning in work as original that was used in whole or in 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.

A.I. 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 aides, 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.
4. Use APA format to cite the use of AI generated content in any assignment. Reference the organization behind the AI, include the year of the version used, and provide a link to the source.

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 a 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 Grishma, 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. The office is located on the first floor of Ferguson Hall, room 112, and the mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas 79832. RGC students can also contact Alejandra Valdez, at 830 758 5006 or email Alejandra.valdez@sulross.edu

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.

Family Educational Rights and Privacy Act (FERPA): FERPA is a Federal Law that protects the privacy of students' educational records. Sul Ross State University follows FERPA regulations.

Library Support: The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by mail srsulibrary@sulross.edu or phone 432 837 8123.

EDUA 4322 Course Calendar

Weeks 1-3: Module 1- Foundations for Successful Teaching: Cultivating Classroom Dynamics, Relationship Building, and Management Strategies
<p>Week 1: Building Positive Classroom Dynamics and Effective Strategies</p> <ul style="list-style-type: none"> 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: Better than Carrots or Sticks Introduction to Structured Classroom Observation forms and Classroom Management Final Essay Post Discussion Board 1 (Thursday) Post Peer Responses (Saturday) Sign up for 240 Tutoring
<p>Week 2: Enhancing Relationships through Learning</p> <ul style="list-style-type: none"> Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. Chapter 2: Better than Carrots or Sticks Post Discussion Board 2 (Wednesday) Post Peer Responses (Saturday) Submit 240 tutoring Diagnostic Test (Orange score report) Post Letter of Introduction to campus principal or teacher and deliver after September 6
<p>Week 3: Effective Classroom Management and Behavior Expectations</p> <ul style="list-style-type: none"> Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. Chapter 3: Better than Carrots or Sticks Post Discussion Board 3 (Wednesday) Post Peer Responses (Saturday) Reminder: Plan to begin your classroom observations next week
Weeks 4-6 : Module 2- Promoting Restorative Practices in the Classroom: Enhancing Communication, Building Peace, and Cultivating Inclusive Learning Environments
<p>Week 4: Adapting Communication for Student Understanding & Strengthening Family-School Communication</p> <ul style="list-style-type: none"> 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.

<ul style="list-style-type: none"> • Chapter 4: Better than Carrots or Sticks • Post Teacher/Parent Communication Letter • Post teacher/Student Communication Letter • Post Discussion Board 4 (Wednesday) • Post Peer Response (Saturday) • Submit 240 Tutoring Study Guide Progress Report 1 (Purple) by Saturday • Observe 2 hours in the classroom • Post hours in SLL
<p>Week 5: Creating a Safe and Inclusive Learning Space</p> <ul style="list-style-type: none"> • Competency 005: The teacher knows how to establish a classroom climate that fosters learning equity, and excellence and uses tis knowledge to create a physical and emotional environment that is safe and productive. • Chapter 5: Better than Carrots or Sticks • Discussion Board 5 (Wednesday) • Post Peer Responses (Saturday) • Observe 2 hours in the classroom (hours 3 & 4) • Post hours in SLL • Post Structured Classroom Observation Report #1 (hours 1 & 2) with cooperating teacher's signature
<p>Week 6: Fostering Engaging and Reflective Learning Environments</p> <ul style="list-style-type: none"> • 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: Better than Carrots or Sticks • Post IEP and 504 Venn Diagram (Saturday) • Post Discussion Board 6 (Wed.) • Post Peer Responses (Sat.) • Submit 240 Tutoring Study Guide Progress Report 2 (Purple) by Saturday • Post Structured Classroom Observation Report #2 (hours 3 & 4) with cooperating teacher's signature • Observe 2 hours in the classroom (hours 5 & 6) • Post hours in SLL • Quiz over Better Than Carrots or Sticks
<p>Weeks 7-10: Module 3 – Exploring Social Emotional Learning</p>
<p>Week 7: Building Teacher-Student Relationships</p> <ul style="list-style-type: none"> • 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: Social Emotional Learning and the Brain • Post Discussion Board 7 (Wed.) • Post Peer Response (Sat.) • Post Structured Classroom Observation Report #3 (hours 5 & 6) with cooperating teacher's signature • Observe 2 hours in the classroom (hours 7 & 8) • Post hours in SLL
<p>Week 8: Empathy</p>

<ul style="list-style-type: none"> • 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: Social Emotional Learning and the Brain • Post Discussion Board #8 (Wednesday) • Post Peer Responses (Saturday) • Submit 240 Tutoring Practice Test 1 (Green Score Report) by Saturday • Observe 2 hours (hours 9 & 10). • Post hours in SLL • Post Structured Classroom Observation Report #4 (hours 7 & 8) with cooperating teacher's signature
<p>Week 9: Self-Awareness</p> <ul style="list-style-type: none"> • Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. • Chapter 3: Social Emotional Learning and the Brain • Post Structured Classroom Observation Report #5 (hours 9 & 10) with cooperating teacher's signature • Post Discussion Board 9 (Wed.) • Post Peer Responses (Sat.) • Observe 2 hours in the classroom (hours 11 & 12) • Post hours in SLL
<p>Week 10: Self-Management</p> <ul style="list-style-type: none"> • Competency 010: The teacher monitors student performance an achievement; provides students with timely high-quality feedback; and responds flexibly to promote learning for all students. • Chapter 4: Social Emotional Learning and the Brain • Post Discussion Board #10 (Wed.) • Post Peer Responses (Sat.) • Observe 2 hours in the classroom (hours 13 & 14) • Post Structured Classroom Observation Report #6 (hours 11 & 12) with cooperating teacher's signature
Weeks 11 – 14: Module 4- Developing Social-Emotional Competency
<p>Week 11: Social Awareness</p> <ul style="list-style-type: none"> • Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. • Chapter 5: Social Emotional Learning and the Brain • Post Discussion Board 11 (Wed.) • Post Peer Response (Sat.) • Observe 1 hours in the classroom (hour 15) • Post Structured Classroom Observation Report #7 (hour 15) with cooperating teacher's signature
Week 12: Relationship Skills

<ul style="list-style-type: none"> Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. Chapter 6: Social Emotional Learning and the Brain Post Discussion Board 12 (Wed.) Post Peer Responses (Sat.)
<p>Week 13: Responsible Decision Making</p> <ul style="list-style-type: none"> Competency 003: the teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. Chapter 7: Social Emotional Learning and the Brain Post Discussion Board 13 (Wed.) Post Peer Responses (Sat.) Guest speaker: Professor Glenn Short- SEL Quiz over Social Emotional Learning and the Brain <p>All SLL hours and Structured Observation Reports must be due by November 22 at the latest.</p> <p>None will be accepted after November 22. These assignments are required to pass this course.</p>
<p>Week 14: People Not Programs: The Positive Impact of SEL</p> <ul style="list-style-type: none"> 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: Social Emotional Learning and the Brain Post Discussion Board 14 – November 29 NO Post Peer Response
<p>Weeks 15 & 16</p> <ul style="list-style-type: none"> Discussion Board 15 -December 2 Classroom Management Essay is due December 3 by 11:59 p.m.

Required and Suggested Readings

Jones, V., & Jones, L. (2021). *Comprehensive classroom management: Creating communities of support and solving problems* (12th ed.). Pearson.

Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. ASCD.

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

