

Sul Ross State University

EDUA/EDSR 4322

Classroom Management

Spring 2026

Tuesday 2:00 p.m. – 4:15 p.m.

Professor: Dr. Diana Rodriguez

Office: Virtual and by arrangement-T/TR 9:00 a.m. to 2:00 p.m.

Office: 305 Morelock Building

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Course Description: This 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:

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.

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.

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.

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:

Students have the ability to teach diverse learners in an inclusive learning environment.

Students have the ability to assess student learning.

Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.

Students have the ability to construct a classroom management plan.

Students have the ability to effectively use technology to communicate.

Texas Administrative Code (TAC) §235

This course aligns with the Texas Administrative Code (TAC) §235 Pedagogy Standards, which establish statewide expectations for educator preparation. These standards replace the former EC–12 Pedagogy and Professional Responsibilities standards and emphasize instructional design, classroom environment, responsive teaching, and professional responsibilities.

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

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 in Blackboard Collaborate in class as scheduled.

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 field hours for your respective campus.

If you are observing at 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 **January 25 in Blackboard**, 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 ensure that you will have time to complete the required observation hours for this course and EDUA/EDSR 3303.

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 Policy

Per TEA requirements (TAC Subchapter D, 228.41(1) & TAC 228.43), teacher candidates must complete 50 clock- hours of field-based experiences in an authentic school setting and under the direction of the Educator Preparation Program. These hours must be completed after being admitted to the TEP and before the clinical teaching experience.

As part of this requirement, in this course, candidates will complete:

- **10 interactive hours**

Candidates will be provided further information on the specific assignment by the course instructor.

Field Experience-LOG (Total 15 hours): The purpose of the field experience in **EDUA/EDSR 4322** is to provide candidates with structured opportunities to **observe, participate in, and reflect on authentic classroom practices**, with a specific emphasis on **proactive and restorative classroom management**.

A total of **fifteen (15) field-based hours** are required for this course and are divided as follows:

- **10 hours of structured classroom observation**, focused on classroom environment, management routines, teacher–student interactions, and instructional practices
- **5 hours of guided, interactive participation** using the **One Teach, One Assist** co-teaching model, allowing candidates to support instruction and student learning under the direction of the host teacher

The focus of the field experience is guided by course goals and objectives and supports candidates' developing professional interests.

Documentation and Logging Requirements

- All field experience hours must be **logged in the Student Learning and Licensure (SLL) system**, accessed through Blackboard.
- Each entry must include the **date, time, and a brief description** of activities completed.
- Candidates must submit:
 - **5 Completed Structured Observation Forms** (for observation hours; 2 hours/form)

- 5 Completed **One Teach, One Assist Forms** (for interactive hours; 1 hour/form)
- All forms must include **host teacher verification** and the **candidate's signature** in SLL.

To earn credit for this course, **all field experience documentation must be completed and submitted by Week 14.**

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 Part I: One Teach, One Assist Forms (EDUA/EDSR 4322)

This field experience is more interactive than the Structured Observation Form and focuses on guided participation using the *One Teach, One Assist* model. Candidates will complete five One Teach, One Assist forms, documenting a total of 5 hours of active classroom involvement.

The One Teach, One Assist form (located in Blackboard under *Course Documents*) provides a structured way for candidates to document:

- Pre-assistance preparation and planning
- Academic and behavioral support provided to students
- Observations of student engagement during instruction
- Reflective analysis of the candidate's role in the classroom

Each form includes host-teacher verification to confirm participation and walkthrough completion. Together, the five forms verify 5 hours of guided field experience using the One Teach, One Assist model. **All forms must be submitted in Blackboard for grading and in SL&L for TEA compliance.**

Field Experience Part II: Structured Observation Forms (EDUA/EDSR 4322)

In EDUA/EDSR 4322, candidates will complete five structured observation forms documenting a total of 10 hours of field-based experience focused on proactive and restorative classroom management. Each observation form represents up to two hours of fieldwork; no more than two hours may be reported on a single form. The exact distribution of hours may vary, but all candidates must document a total of 10 hours across five forms.

During each observation, candidates will use the Structured Observation Form (located in Blackboard under *Course Documents*) to record specific, evidence-based observations related to:

- Classroom environment and management routines
- Teacher–student interactions
- Proactive classroom management strategies
- Restorative practices and responses
- Reflective insights on effective classroom management

Candidates should focus on how teachers implement proactive techniques and restorative approaches and note any strategies or interactions that align with these practices. **All forms must be submitted in Blackboard for grading and in SL&L for TEA compliance.**

Due dates for each observation are listed in the course calendar.

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 Madison Owen (madison.owen@sulross.edu) to get an account. Once you have your account, you will enroll in the appropriate course and take the diagnostic test if you have not already done so in Block I.

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. You may have already completed the Diagnostic Test in either EDUA/EDSR 3302 and/or EDUA/EDSR 4314. You are not required to submit this Diagnostic Test Score for this class. Instead, 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.

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 midterm and achieving official Test Approval on the Content TExES exam in March. Ensure you have access to 240 Tutoring throughout the semester. 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 2026. **Let your instructor know immediately if you are not planning to student teach in Fall 2026.** Some, but not all of these steps, will be required at this time for students not planning to student teach in fall. If you are seeking EC-6 Certification, you are required to study all five subjects and test on all five subjects.

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	Varies	ongoing
Register for 240 Tutoring		Week 1/January 18
Letter of Introduction (if you are in EDUA 3303, it may be the same letter with adjustments)	25	Week 2/January 25
Discussion Boards (15 total at 10 points each)	150	Check dates in Bb
Teacher/Parent Communication Letter	50	Week 4/February 8
Teacher/Student Communication Letter	50	Week 4/February 8
240 Tutoring Study Guide Progress Report	50	Week 4/February 8
Classroom Structures Observation Reports in Bb (5 total with 1 - 2 hours each at 20 points each) for a total of 10 hours. However, you have 5 more hours of interactive field work in the class. See the assignment below titled “ <u>One Teach, One Assist Form</u> ”.	100	Week 5/ Feb. 15/ Report 1 Week 6/ Feb. 22/ Report 2 Week 7/ Mar. 1/ Report 3 Week 8/ Mar. 8/ Report 4 Week 9/ Mar. 22/ Report 5
Quiz: Better Than Carrots or Sticks	25	Week 6/February 22
IEP & 504 Case Study	50	Week 6/February 22
240 Tutoring Practice Test 1 or 2 (midterm)	100	Week 8/ March 8
One Teach, One Assist Form (5 total with 1 hour each at 20 points each) for a total of 5 hours.	100	Week 10/ Mar. 29/ Report 1 Week 11/ Apr. 5/ Report 2 Week 12/ Apr. 12/ Report 3 Week 13/ Apr. 19/ Report 4 Week 14/ Apr. 26/ Report 5
Classroom Hours Logged in SLL to match reports		April 26
Classroom Management Essay (course final)	100	Week 16/Mon. May 4 by 2 p.m.

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 SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432 837 8203 or email 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) Post Letter of Introduction to campus principal or teacher and deliver after January 25
<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
<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 1 & 2) • 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.) • Observe 2 hours in the classroom (hours 3 & 4) • Post Structured Classroom Observation Report #2 (hours 3 & 4) with cooperating teacher's signature • 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.) • Observe 2 hours in the classroom (hours 5 & 6) • Post Structured Classroom Observation Report #3 (hours 5 & 6) with cooperating teacher's signature • Post hours in SLL

Week 8: Empathy

- 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)
- **Midterm-** Submit 240 Tutoring Practice Test 1 (Green Score Report) by Saturday
- Observe 2 hours (hours 7 & 8).
- Post Structured Classroom Observation Report #4 (hours 7 & 8) with cooperating teacher's signature
- Post hours in SLL

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: 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 9 & 10)
- Post Structured Classroom Observation Report #5 (hours 9 & 10) with cooperating teacher's signature
- Post hours in SLL

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: Social Emotional Learning and the Brain
- Post Discussion Board #10 (Wed.)
- Post Peer Responses (Sat.)
- Interactive Field Work: One Teach, One Assist for 1 hour in the classroom (hour 1)
- Post One Teach, One Assist Report #1 (hour 1) with cooperating teacher's signature
- Post hour in SLL

Weeks 11 – 14: Module 4- Developing Social-Emotional Competency

Week 11: Social Awareness

- 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.)
- Interactive Field Work: One Teach, One Assist for 1 hour in the classroom (hour 2)
- Post One Teach, One Assist Report #2 (hour 2) with cooperating teacher's signature
- Post hour in SLL

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.) • Interactive Field Work: One Teach, One Assist for 1 hour in the classroom (hour 3) • Post One Teach, One Assist Report #3 (hour 3) with cooperating teacher's signature • Post hour in SLL
<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.) • Interactive Field Work: One Teach, One Assist for 1 hour in the classroom (hour 4) • Post One Teach, One Assist Report #4 (hour 4) with cooperating teacher's signature • Post hour in SLL • Guest speaker: Professor Glenn Short- SEL • Quiz over Social Emotional Learning and the Brain
<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 – April 22 • NO Post Peer Response • Interactive Field Work: One Teach, One Assist for 1 hour in the classroom (hour 5) • Post One Teach, One Assist Report #5 (hour 5) with cooperating teacher's signature • Post hour in SLL <p>All SLL hours and Field Reports must be due by April 26 at the latest. None will be accepted after April 26. These assignments are required to pass this course.</p>

Weeks 15 & 16 <ul style="list-style-type: none"> • Discussion Board 15 -April 29 • Classroom Management Essay is due Monday, May 4 by 2 p.m.
The End!
This syllabus may be amended at anytime.

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.

AI Policy Required for Inclusion in All Syllabi

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Students are encouraged to use generative AI tools in coursework.

The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains which AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate.

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission.

