Managing Classrooms and Behavior in the School Setting

Semester: Fall 2025
Time: 1:25pm – 3:55pm
Days: Wednesdays
Location: BEP 218

Instructor Information: Staci Zolkoski, Ph.D.
Office: BEP 247A
Office Hours: Tuesdays 1:00-2:30 p.m., Wednesdays 9:00-10:30 a.m., and other days by appointment
Office Telephone: 903-565-5612
E-mail: szolkoski@uttyler.edu or via Canvas
** Please put your course and section number in your email subject line, e.g., EDUC 5368

I welcome you to visit with me in person or online. If you need assistance, please email me. We can schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Catalog Description: Designed to provide pre-service elementary teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating instruction. It will also present strategies available for management, communication, and discipline at the introductory level. Prerequisites: EDUC 3220, ELED 4312, READ 4360, READ 4364, EDEC 4385. Co-requisites: ELED 4313, ELED 4314, EDFB 3348, EDSP 4269, READ
4366.

Student Learning Outcomes and Assessments:

Students will…

1. demonstrate an understanding of factors contributing to the diverse needs of students in the classroom.

2. demonstrate an understand of best for providing effective classroom management.

3. develop a classroom management plan based on positive behavior interventions and supports (PBIS).

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
Identify strategies of discipline and management that are appropriate to accommodate diverse learners.	Textbook readings PBIS strategies Large and small group discussions Book reviews	Peer and instructor feedback In-class activities Online activities Portfolio Exam	**TES:** 1(C)(i)(ii), 4(A)(iii) **INTASC:** 2, 5
Demonstrate an understanding of youth violence and school safety.	Article readings Large and small group discussions Anti-bullying Presentations	Peer and instructor feedback In-class activities Presentation	**TES :** 4(A)(ii)(iii) **INTASC** : 3
Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation.	Textbook and article readings Large and small group discussions PBIS strategies Book reviews Online activities	Peer and instructor feedback In-class activities Online activities	**TES:** 1(A)(ii), 1(C)(i), 1(D)(i)(iii), 3(A)(iii) **INTASC:** 4, 5

	In-class activities

Exam

Philosophy of becoming an effective teacher

Portfolio | | |
| Assess student behavior in a functional learning environment to identity behaviors that interfere with learning. | PBIS strategies

Textbook and article readings

Large and small group discussions

FBA activities

Online activities | Peer and instructor feedback

In-class activities

Online activities

Exam

FBA activities

Portfolio | **TES:** 5(A)(ii), 5(C)(i)(ii)

INTASC: 6 |
| Develop and implement behavior change objectives to decrease behaviors that interfere with learning. | PBIS strategies

Textbook and article readings | Peer and instructor feedback

In-class activities

Online activities | **TES:** 2(C)(iii), 5(A)(ii), 5(C)(i), 5(D)(i)

INTASC: 1, 2, 6 |

	Large and small group discussions	Exam	
	FBA activities	FBA activities	
		Portfolio	
	Online activities		
Demonstrate appropriate methods to task analyze goals and objectives to support effective approaches and strategies for students with a wide range of diverse needs.	PBIS strategies	Peer and instructor feedback	**TES:** 2(B)(ii), 5(A)(ii), 5(C)(i), 5(D)(i)
	Textbook and article readings	In-class activities	
	In-class activities	Online activities	**INTASC**: 1, 2, 6, 7
	Online activities	Exam	
	FBA activities	Portfolio	
	Large and small group discussions		
Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.	Textbook and article readings	Peer and instructor feedback	**TES:** 1(C)(i), 2(B)(i), 5(A)(ii), 5(C)(i), 5(D)(i)(ii)
	Examination of IEPs and FBAs	IEP and FBA activities	
	In-class activities		
	Online activities		**INTASC**: 2, 3, 7
	Large and small group discussions	In-class activities	

		Online activities	
		Exam	
		Portfolio	
Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, self-management strategies). Demonstrate understanding of behavioral techniques to manage learning effectively (a) with a variety of students and situations, (b) to increase learner active participation and (c) that demonstrate development of collaborative learning environments.	PBIS strategies Textbook and article readings In-class activities Online activities Large and small group discussions	Peer and instructor feedback In-class activities Online activities Exam Philosophy of becoming an effective teacher Portfolio	**TES:** 2(C)(iii), 4(A)(i)(ii)(iii), 4(C)(i)(ii)(iii), 4(D)(i)(iii) **INTASC**: 3, 5, 10
Exhibit an awareness of factors affecting collaborative relationships between teachers and families, particularly cultural factors, and the potential impact of family and environmental factors on student behavior.	Whole and small group discussions Book reviews Textbook and article readings In-class activities	Peer and instructor feedback Exam	**TES:** 4(D)(iv), 6(B)(ii)(iii) **INTASC**: 10

	Online activities	Philosophy of becoming an effective teacher	
		Portfolio	

Evaluation and Grading

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, and exams.

Assignments and point values subject to change – Canvas will have all assignment details.

Grading:
A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = 59% or below of total points

The last day to withdraw from courses is Monday, November 3rd.

Required Books

√   *First Days of School* (Wong & Wong, 2018). 5th edition. IBSN 9780976423386

√   *Teaching with Love and Logic: Taking Control of the Classroom* (Fay & Fay, 2016). 2nd edition. ISBN978-1-942105-23-7

√   *Because of Mr. Terupt* (Rob Buyea, 2010). ISBN-13: 978-0385738828

√   *Joey Pigza Swallowed the Key (*Jack Gantos, 2000). ISBN 9781250061683

Suggested Book

√   *Motivated to Learn* (Zolkoski, Lewis-Chiu, & Lusk, 2023). ISBN-13: 978-1952812835

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook May also be available from an independent retailer, including an online retailer.

Bibliography

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do.* San Francisco, CA: Jossey- Bass.

Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H., Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychological Association, 58*(6/7), 466-474. doi: 10.1037/0003-066X.58.6-7.466

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

Communication

To contact me via email, you may use the Canvas email. You may also email me at szolkoski@uttyler.edu. Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is **email.**

Teaching Strategies

Strategies utilized in the delivery of the course will include various readings, lecture, discussion, group collaboration, and application activities/assignments.

Class Participation

This course is designed as a hybrid course with both face-to-face and online meeting dates. These dates are flexible and may be adjusted to accommodate course objectives. Face-to-face classes begin promptly at 1:25 p.m. **To receive all participation points for each class, you are expected to be to class on time, participate in class discussions and leave you electronic devices in your backpack/purse during class time.**

Additional Information

You will enroll in the following:

a) **Research Pool Requirement:** Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can satisfy the research pool requirement by volunteering to participate in approved research studies offered by the School of Education (2 credits for 20 points and up to 10

additional points for 1 more credit [total 3 credits]). Alternatively, students can satisfy the research pool requirement by completing alternative assignments equal in time and effort to the research opportunities.

b) Google Site: You will be creating a website where you will be sharing your classroom management plan.

Course Policies and Guidelines

1) Assignment Submission:
For written assignments a "page" is defined as:
- 8½" x 11" paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put the title of the assignment, centered at the top of your paper.
- **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
- Upload written assignments on the Canvas website under the assignment tab.

a) Criteria for all assignments will be available in class and posted online unless otherwise notified by the instructor.

Canvas: Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

Classroom Management Portfolio: Students will be creating a classroom management portfolio that will be posted on Google Sites. To ensure a professional product to use on their resume, students will have the opportunity to fix their portfolio assignments as many times as they would like for up to full credit on the assignment (***unless the original submission is not submitted on time***).

b) Late work: It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless **prior** arrangements have been made with the instructor. Assignments and due dates are posted in Canvas.

c) ***Plagiarism.*** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course. Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

d) ***AI.*** Some assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

Turn It In *is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. It also detects the use of AI. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.* Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

2) **Attendance:** A student will not be able to do well in the class without prompt and regular attendance. The attendance policy recommended by the University is followed in this course. You are expected to attend every scheduled face-to-face class meeting. Course objectives and performance outcomes cannot be met unless you attend class and participate in class activities. **Points for in class activities are given only to those in class.** If you are absent for an extended period of time, you should make arrangements to explore options such as retaking the course or taking an incomplete grade. If you miss more than two in-class periods, you will need to make an appointment with the instructor for a possible *Disposition Conference*.

a) **Laptops, iPads, and Cell Phones:** All electronic devices need to be set to silent mode and put away during class time. **<u>Participation points will be taken away</u>**

for those who do not comply. Laptops and iPads may be used for class activities ONLY.

3) **You are responsible** for all information given in class, online, and in the syllabus.

4) **Dispositions –** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

    According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas.
    https://www.uttyler.edu/president/missionstatement.php

    Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

    A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

    COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed here.

<center>**Course Schedule**</center>

<center>The schedule will be posted the first day of classes.</center>

Our Canvas course has detailed modules that include module objectives, a to do list, readings, and assignments.