

**COURSE SYLLABUS**  
**EDUC 3363.060**  
**Fall 2026**

**Managing Classrooms and Behavior in the School Setting**

**Semester:** Fall 2026

**Days:** Online

**Instructor Information:** Staci Zolkoski, Ph.D.

**Office:** BEP 247CA

**Office Hours:** Tuesdays 1:00-2:30 p.m., Wednesdays 9:00-10:30 a.m., and other days by appointment

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**\*\* 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).

| <b>Course Objectives</b>   | <b>Activities</b>  | <b>Assessment<br/>(Including<br/>Performance-Based)</b>   | <b>Standards<br/>Alignment</b>   |
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| Identify strategies of discipline and management that are appropriate to accommodate diverse learners.               | Textbook readings<br>PBIS strategies<br>Group discussions<br>Book reviews                                    | Peer and instructor feedback<br>Online activities<br>Portfolio<br>Exam  | <b>TES:</b> 4.A.i, 4.A.ii, 4.A.iii, 4.A.iv<br><br><b>INTASC:</b> 2, 5                  |
| Demonstrate an understanding of youth violence and school safety.  | Article readings<br>Group discussions<br>Anti-bullying Presentations   | Peer and instructor feedback<br>Presentation  | <b>TES :</b> 4.A.i, 4.A.iii, 4.A.iv<br><br><b>INTASC :</b> 3                           |
| Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation. | Textbook and article readings<br>Group discussions<br>PBIS strategies<br>Book reviews<br>Online activities   | Peer and instructor feedback<br>Online activities<br>Exam<br>Philosophy of becoming an effective teacher<br>Portfolio | <b>TES:</b> 1.A.i, 1.D.iii, 4.A.i,, 4.A.ii, 4.B.ii, 4.B.iii<br><br><b>INTASC:</b> 4, 5 |
| Assess student behavior in a functional learning environment to identity behaviors that interfere with learning.     | PBIS strategies<br>Textbook and article readings<br>Group discussions<br>FBA activities<br>Online activities | Peer and instructor feedback<br>Online activities<br>Exam<br>FBA activities<br>Portfolio                              | <b>TES:</b> 2.D.iv, 2.D.v, 5.C.iv<br><br><b>INTASC:</b> 6                              |
| Develop and implement behavior change objectives   | PBIS strategies  | Peer and instructor feedback  | <b>TES:</b> 2.A.vi, 2.C.iv, 2.C.v, 2.D.ii, 2.D.iv,                                     |

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| to decrease behaviors that interfere with learning.  | Textbook and article readings<br><br>Group discussions<br><br>FBA activities<br><br>Online activities                        | Online activities<br><br>Exam<br><br>FBA activities<br><br>Portfolio   | 2.D.v, 4.A.ii, 4.B.i<br><br><br><br><b>INTASC:</b> 1, 2, 6  |
| 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<br><br>Textbook and article readings<br><br>Online activities<br><br>FBA activities<br><br>Group discussions | Peer and instructor feedback<br><br>Online activities<br><br>Exam<br><br>Portfolio                               | <b>TES:</b> 2.A, 2.A.i, 2.A.v, 2.A.viii, 2.C, 2.C.i, 2.C.iii, 2.C.iv, 2.C.v., 2.Cvi, 2.C.vii, 2.D, 2.D.i, 2.D.iv, 2.D.v<br><br><br><br><b>INTASC:</b> 1, 2, 6, 7        |
| Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.   | Textbook and article readings<br><br>Examination of IEPs and FBAs<br><br>Online activities<br><br>Group discussions          | Peer and instructor feedback<br><br>IEP and FBA activities<br><br>Online activities<br><br>Exam<br><br>Portfolio | <b>TES:</b> 2.A.v, 2.A.vi, 2.A.viii, 2.B.iii, 2.C, 2.C.ii, 2.C.iii, 2.C.iv, 2.C.v, 2.C.vi, 2.C.vii, 2.C.viii, 2.D, 2.D.iii, 2.D.v<br><br><br><br><b>INTASC:</b> 2, 3, 7 |
| Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive                     | PBIS strategies<br><br>Textbook and article readings<br><br>Online activities  | Peer and instructor feedback<br><br>Online activities<br><br>Exam  | <b>TES:</b> 4.A.i, 4.A.ii, 4.A.iii, 4.A.iv, 4.B.i, 4.B.ii, 4.B.iii, 5.C.ii, 5.C.iii, 5.C.iv   |

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| 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. | Group discussions   | Philosophy of becoming an effective teacher<br><br>Portfolio   | <b>INTASC:</b> 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<br><br>Book reviews<br><br>Textbook and article readings<br><br>Online activities | Peer and instructor feedback<br><br>Exam<br><br>Philosophy of becoming an effective teacher<br><br>Portfolio | <b>TES:</b> 5.C.ii, 5.C.iii, 5.C.iv<br><br><b>INTASC:</b> 10 |

## 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). 5<sup>th</sup> edition. ISBN 9780976423386
- √ *Teaching with Love and Logic: Taking Control of the Classroom* (Fay & Fay, 2016). 2<sup>nd</sup> edition. ISBN 978-1-942105-23-7
- √ *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](mailto: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 an online course. You will be expected to complete all coursework online. Please be sure to regularly look at the modules and announcements for our course. There will be scheduled zoom conferences.

### **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) **You are responsible** for all information given online, during zoom conferences, and in the syllabus.
- 3) **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 21<sup>st</sup> 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](#).

### **Course Schedule**

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

| <b>Week</b>                                  | <b>Module</b> | <b>Topic</b>   | <b>Chapter Readings</b>   |
|--|---------------|--|---|
| August 25 <sup>th</sup> – 31 <sup>st</sup>   | Module 1      | Understanding the “Why” of Behavior <ul style="list-style-type: none"><li>• Brain development</li><li>• Risk factors</li><li>• Behavior</li></ul>    | Detailed Assignments Listed in Canvas   |
| September 1 <sup>st</sup> – 21 <sup>st</sup> | Module 2      | Building a Positive learning Environment <ul style="list-style-type: none"><li>• Understand why build a positive environment is important.</li></ul> | <ul style="list-style-type: none"><li>• <i>Love and Logic</i><ul style="list-style-type: none"><li>○ chapter 7</li></ul></li><li>• <i>First Days of School</i><ul style="list-style-type: none"><li>○ chapters 6 &amp; 9</li></ul></li><li>• Other readings from the module</li></ul> |

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|   |          | <ul style="list-style-type: none"> <li>• Learn strategies to support a positive environment.</li> <li>• Create your own ideas for your future classroom.</li> </ul>   | Detailed Assignments Listed in Canvas.  |
| September 22 <sup>nd</sup> – October 12 <sup>th</sup> | Module 3 | <p>Establishing Expectations</p> <ul style="list-style-type: none"> <li>• Understand the importance of establishing expectations.</li> <li>• Learn how to establish expectations.</li> </ul> <p>Develop a plan to support your expectations.</p>              | <ul style="list-style-type: none"> <li>• <i>First Days of School</i> <ul style="list-style-type: none"> <li>○ chapters 10 &amp; 15</li> </ul> </li> <li>• <i>Love &amp; Logic</i> <ul style="list-style-type: none"> <li>○ chapters 1 – 4</li> </ul> </li> </ul> <p>Detailed Assignments Listed in Canvas.</p>  |
| October 13 <sup>th</sup> – 19 <sup>th</sup>           | Module 4 | <p>First Days of School</p> <ul style="list-style-type: none"> <li>• Understand why it is important to start the year off well on the first day.</li> <li>• Learn what to do on the first day.</li> </ul> <p>Develop a plan for the first days of school.</p> | <ul style="list-style-type: none"> <li>• <i>First Days of School</i> <ul style="list-style-type: none"> <li>○ chapters 2, 3, 11, 12, 13, &amp; 14</li> </ul> </li> </ul> <p>Detailed Assignments Listed in Canvas.</p>  |
| October 20 <sup>th</sup> – 26 <sup>th</sup>           | Module 5 | <p>Communication and Lesson Planning</p> <ul style="list-style-type: none"> <li>• Understand why communication is so important.</li> <li>• Understand how to create and support engaging lessons.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>First Days of School</i> <ul style="list-style-type: none"> <li>○ chapters 7 &amp; 8</li> </ul> </li> <li>• <i>Love and Logic</i> <ul style="list-style-type: none"> <li>○ Chapters 8 &amp; 10</li> </ul> </li> <li>• Hack #1: School Discipline</li> </ul> <p>Detailed Assignments Listed in Canvas.</p> |
| October 27 <sup>th</sup> – November 16 <sup>th</sup>  | Module 6 | <p>Supporting Students who Move to Tier 2 – They Need More Help with their Behavior</p> <ul style="list-style-type: none"> <li>• Understand why students need additional support.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Love &amp; Logic</i> <ul style="list-style-type: none"> <li>○ chapters 5, 6, &amp; 9</li> </ul> </li> </ul> <p>Detailed Assignments Listed in Canvas.</p>   |

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|  |          | <ul style="list-style-type: none"> <li>• Learn strategies to support students. Develop a plan with strategies to support students.</li> </ul>  |   |
| November 17 <sup>th</sup> – 30 <sup>th</sup> | Module 7 | <p>Philosophy of Effective Classroom Management</p> <ul style="list-style-type: none"> <li>• Reflect on what it means to have effective classroom management.</li> <li>• Develop a plan for being an effective classroom manager.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>First Days of School</i> <ul style="list-style-type: none"> <li>○ chapters 22 &amp; 23</li> </ul> </li> </ul> <p>Detailed Assignments Listed in Canvas.</p> |
| December 1 <sup>st</sup> – 13 <sup>th</sup>  | Module 8 | <p>Putting your Plan Together</p> <ul style="list-style-type: none"> <li>○ Apply what you have learned throughout the semester.</li> </ul>   | <p>Detailed Assignments Listed in Canvas.</p>   |