



ELED 303, SECTION 01E

Classroom Management Techniques: Strategies for Student Support and Engagement

COURSE SYLLABUS: Spring 2026

F2F Course: Mondays and Wednesdays 9:30 a.m. - 10:45 a.m. - Room 131

INSTRUCTOR INFORMATION

Instructor: Dr. Lindsay Morgan

Office Location: Sowers Ed South

Office Hours: M/W 11:00-12:30 / Virtual - Zoom upon request

University Email Address: lindsay.morgan@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as [ScreenPal](#) or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Optional Texts and/or Materials: None

The syllabus/schedule are subject to change.

Course Description

This course offers a comprehensive overview of classroom management strategies grounded in evidence-based behavioral and instructional frameworks. Teacher candidates will explore proactive and responsive management techniques for creating a positive classroom environment that supports engagement, responsibility, and respect. Emphasis is placed on setting expectations, establishing routines, using positive reinforcement, and implementing interventions for challenging behaviors. Candidates will also examine tiered systems of support (ex. PBIS, RTI, and restorative practices) and design classroom management plans that promote a safe and inclusive learning community.

Student Learning Outcomes (SLOs)

By the end of this course, students will be able to:

1. Identify and explain foundational classroom management theories and systems that support positive student behavior.
2. Develop and implement routines and procedures that promote a safe, inclusive, and productive learning environment.
3. Apply strategies for addressing challenging behaviors through proactive, trauma-informed, and supportive interventions.
4. Demonstrate effective communication skills and build positive teacher–student relationships to enhance engagement.
5. Integrate technology, SEL competencies, and data to design classroom management plans that foster responsibility and student voice.
6. Reflect on personal management philosophy and growth aligned to T-TESS/T-PESS professional practices.

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Department or Accrediting Agency Required Content

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Identify and explain foundational classroom management theories and systems that support positive student behavior.	Teacher Prep: 1.A.i–iii, 1.D.i–iii · TEKS: §228.57(d)(1)(2) · Tech Apps: §228.57(a); 7.13s · PPR Std: 1.3k–1.6k; 1.1s–1.5s · Comm.: C,K	EC–6/EC–3: Dom II (005–006) · PPR Test: III.007.A–D
2. Develop and implement routines and procedures that promote a safe, inclusive, and productive learning environment.	Teacher Prep: 1.B.i–iii; 1.D.i–iii; 4.A.i–iii · TEKS: §228.57(d)(1)(2) · Tech Apps: §228.57(a); 7.15s · PPR Std: 3.5k, 3.6k; 3.8s, 3.10s · Comm.: C,K	EC–6/EC–3: Dom II (006) · PPR Test: III.007.A–D
3. Apply strategies for addressing challenging behaviors through proactive, trauma-informed, and supportive interventions.	Teacher Prep: 1.D.i–iii; 5.A.i–ii; 5.B.i–iii · TEKS: §228.57(d)(1)(7),(8) · ELPS: (b)1–4; (c)5.A–G · PPR Std: 3.1k–3.3k; 3.1s–3.3s; 3.12k–3.16k · Comm.: C,K	EC–6/EC–3: Dom II (005–006) · PPR Test: III.007.B–D
4. Demonstrate effective communication skills and build positive teacher–student relationships to enhance engagement.	Teacher Prep: 4.A.i–iii; 5.C.i–ii · Tech Apps: §228.57(a); 7.13s · PPR Std: 4.3k–4.12k; 4.5s–4.15s · ELPS: (c)4.A–K; (c)5.A–G · Comm.: 6.A.i–iii	EC–6/EC–3: Dom II (006); Dom IV (010–013) · PPR Test: IV.012.A–I
5. Integrate technology, SEL competencies, and data to design classroom management plans that foster responsibility and student voice.	Teacher Prep: 1.F.i–iii; 5.D.i–ii; 6.A.i–iii · Tech Apps: §228.57(a); 7.13s, 7.15s · TEKS: §228.57(d)(1)(7),(8) · PPR Std: 1.30k, 1.31k; 1.28s, 1.29s · Comm.: K	EC–6/EC–3: Dom III (007–009) · PPR Test: III.010.C–E
6. Reflect on personal management philosophy and growth aligned to T-TESS/T-PESS professional practices.	Teacher Prep: 5.C.i–ii; 6.A.i–iii · TAC: §228.35(e)(2)(B); A–L (H & I) · Tech Apps: §228.57(a) · PPR Std: 4.9k–4.12k; 4.9s–4.15s · Comm.: 5.C.i	EC–6/EC–3: Dom IV (012) · PPR Test: IV.012.A–I · NEW PPR: Reflection & Growth

Referenced Standards

- **Teacher Preparation:** 19 TAC §228.35; §228.41; 1.A.i–iii, 1.B.i–iii, 1.D.i–iii, 1.F.i–iii, 4.A.i–iii, 5.A–D, 6.A.i–iii
- **PPR Standards:** 19 TAC Ch. 235 Subch. C (1.3k–1.6k; 1.1s–1.5s; 1.28s–1.29s; 1.30k–1.31k; 3.1k–3.20s; 4.3k–4.15s)
- **PPR Test Framework:** TExES #160 – III.007 (A–D); III.010 (C–E); IV.012 (A–I)
- **ELPS:** 19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G; (d)3–6
- **Technology Applications:** 19 TAC §228.57(a); 7.13s; 7.15s
- **TEKS Curriculum:** 19 TAC §228.57(d)(1)(2),(7),(8)
- **Commissioner’s Teacher Standards:** 19 TAC §149.1001 (C,K)

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should possess basic digital literacy skills, including the ability to:

- Access, upload, and submit assignments through the university's learning management system (ex. D2L).
- Communicate professionally through email and video conferencing platforms (ex. Teams, Zoom).
- Create and edit digital documents and presentations using Microsoft Word and PowerPoint.
- Navigate online behavior management and educational resources (ex. TEA, PBIS, RTI, and CASEL).
- Use digital organization tools (ex. Google Drive, OneDrive) to maintain course notes, reflections, and assignments.

Instructional Methods

This course combines theory, reflection, and practical application through:

- Lectures and Interactive Discussions: Exploration of key classroom management theories and models.
- Case Studies and Role-Playing: Practice analyzing and responding to real-world behavioral scenarios.
- Collaborative Learning Activities: Peer sharing, simulation exercises, and small group management challenges.
- Video Analysis: Observation of classroom management techniques and reflective analysis.
- Field Observation / Application: Opportunities to connect course concepts to classroom experiences.
- Reflective Practice: Journals, discussion posts, and behavior analysis assignments to encourage professional growth.

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Student Responsibilities or Tips for Success in the Course

Attendance will be taken for Face-to-Face courses.

Participate Actively: Attend all classes and contribute to discussions, group activities, and role-play exercises.

Be Professional: Communicate respectfully with instructors and peers, demonstrating reliability and courtesy.

Engage Reflectively: Connect course concepts to personal teaching philosophy and classroom experiences.

Stay Organized: Maintain timely submission of assignments and review feedback regularly.

Collaborate: Work productively in groups and contribute equitably to collaborative projects.

Apply Feedback: Use instructor and peer feedback to improve classroom management strategies and understanding.

Stay Informed: Check D2L and email frequently for course updates, due dates, and announcements.

Artificial Intelligence: Students may use artificial intelligence as a tool for learning. For the purposes of this course, this tool is permitted for use in structuring writing, and generating ideas; however - AI use is not permitted on tasks associated with creative works and/or assignments that encourage students to share thoughts/judgement. All use of AI must be properly cited.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

The syllabus/schedule are subject to change.

A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

Assessments

Assessment in this course will include:

- **Classroom Management Plan (Performance-Based Assessment):** A comprehensive plan including expectations, procedures, intervention strategies, and family communication elements.
- **Case Study Analysis:** Written responses to behavioral scenarios demonstrating understanding of interventions and ethics.
- **Observation / Video Reflection:** Analysis of real or recorded classroom management examples.
- **Weekly Discussion / Reflection Journals:** Application of readings and concepts to practice.
- **Participation:** Engagement in class discussions, simulations, and group exercises.

All assignments will emphasize application of classroom management frameworks and alignment to TEA, PBIS, and T-TESS standards.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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Undergraduate Student Academic Dishonesty Form

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC)

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46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

As stated previously in the syllabus, this calendar is subject to change based on instructor evaluation of students' needs. Please refer to D2L and course announcements for any changes that may occur.

Week	Module / Topic	Key Focus & Activities	SLOs
1	Introduction to Classroom Management	Course overview; definitions, goals, and importance of classroom management.	1
2	Theories and Models of Behavior	Behaviorist, humanist, and social learning theories; implications for classroom management.	1
3	Building a Positive Classroom Climate	Teacher-student relationships, classroom culture, and environment setup.	1, 5
4	Establishing Expectations and Routines	Creating clear rules, procedures, and transitions; modeling expectations.	1
5	Encouraging Student Engagement	Strategies to motivate and sustain engagement; active learning and participation.	2, 5
6	Reinforcement and Motivation	Positive reinforcement systems; praise, feedback, and reward structures.	2
7	Addressing Disruptive Behaviors	Identifying causes of misbehavior; response strategies and restorative practices.	4
8	Tiered Systems of Support (PBIS & RTI)	Structure and application of multi-tiered support systems.	3
9	Social-Emotional Learning (SEL)	Building empathy, self-regulation, and social awareness in the classroom.	3, 5
10	Culturally Responsive Classroom Management	Equity, inclusivity, and respect for student backgrounds.	1, 5
11	Collaboration and Family Communication	Building partnerships with families and colleagues for student support.	5
12	Using Data for Behavior and Engagement	Tracking behavior, reflection logs, and intervention records.	3, 4
13	Legal and Ethical Considerations	Confidentiality, equity, discipline, and TEA ethical expectations.	4, 5
14	Crisis Management and De-escalation	Responding to acute behavior incidents; safety and de-escalation strategies.	4
15	Performance Assessment Workshop: Classroom Management Plan	Draft, peer review, and presentation of classroom management plans.	1–5
16	Reflection and Professional Growth	Final reflection; connecting course learning to T-TESS and professional practice.	1–5

Topics/Dates subject to change at instructor's discretion.

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