

EDCI 3348-3358: Managing the Learning Environment
Department of Curriculum and Instruction

Instructor Name: Michael L. Boucher, Jr., Ph. D.	A&M-San Antonio email: Mboucher@TAMUSA.edu
Office Hours and Location: Madla 251 Mondays 4:15-5:15 PM Wednesdays 4:15-5:15 PM And Thursdays 1-2 PM And by appointment, Zoom, or in person.	Course Location & Time: Tuesdays Location TBA

REQUIRED TEXTBOOK:

Required

- Maynard, N., & Weinstein, B. (2019). *Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice*. Times 10 Publications.

Recommended

- Benson, M., Clemente, R., Doner, N., Holenko, J., & Januszka, D. (2018). *The responsive advisory meeting book: Purposeful plans for middle school*. Center for Responsive Schools.
- Milner, H. R. IV, Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2018). *These kids are out of control: Why we must reimagine “classroom management” for equity*. Corwin. ISBN: 978-1-4833-7480-2.

Technology Required:

- Microsoft Office suite for a PC. Use Word or .PDF files.
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

From the course catalog: “This course provides the knowledge and skills necessary for future elementary-level teachers to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Specifically, this course focuses on managing classroom procedures, managing student behavior, and maintaining a physical and emotional environment that is safe and productive.”

Prerequisites for this course are EDCI 3303 and EDCI 3309. This course is part of the Department of Curriculum and Instruction within the College of Education & Human Development at Texas A&M University-San Antonio.

MAJOR COURSE COMPONENTS:

Course Goals

- Understand the principles of respect and rapport in the classroom.
- Develop strategies for managing classroom procedures and student behavior.
- Create a safe and productive physical and emotional environment for learning.

STANDARDS:

TEExES PPR Standards

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Competencies:

- 2.1-2.3: Creating an environment of respect & rapport
- 2.4-2.5: Establishing an environment for learning & excellence
- 2.6-2.12: Managing classroom procedures
- 2.13-2.18: Managing student behavior
- 2.19-2.23: Maintaining a physical & emotional environment that is safe & productive

Texas Administrative Code: Chapter 149 Standards

- (4) Learning Environment: Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

GRADING

Assessment	Accompanying Standards	Points
Reflective Journal (Weeks 1-13)	2.1k-2.23k	15
Classroom Agreements Poster	2.1k, 2.3k, 2.6k, 2.14k, 2.16k, 2.18k	20
Restorative Practices Case Study	2.1k-2.3k: Creating an environment of respect & rapport	40
Mindfulness Corner Poster	2.1k, 2.2k, 2.10k, 2.13k	20
Community Engagement Analysis	2.1k, 2.13k	40
Designing Your Ideal Classroom	2.19k-2.23k	25
YMHFA training		10
In-class formative assessments	2.1k-2.23k	30
Total		200

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0

F	59 & Below	0.0
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COURSE POLICIES

ATTENDANCE:

This course is offered as a hybrid course. We will meet every week for an on-campus/in-person class for 75 minutes to enable students to personally experience different learning activities and learn different pedagogical strategies and techniques to use in their future classrooms. Students will then do projects, readings, and media independently as part of the other 75 minutes of class time.

Students are expected to be at all class sessions and prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will be worth points toward the final grade in the course, but equally as important, I use these to gauge the student's level of understanding of the course. Therefore, based on student learning, formative assessment points will be taken every class period based on student learning.

I understand that emergencies or crisis situations that cause a student to miss a class period sometimes occur. If such an emergency arises, the student must contact me as soon as possible to alter the situation for me. This course is designed to prepare future teachers for the classroom, and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. How we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

LATE WORK POLICY:

Any assignments submitted after the due date will be subject to a grade reduction. Late work will be accepted at the professor's discretion and may not receive full credit.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills demonstrated by the student, according to the expectations included in this syllabus, Blackboard, and explained in class. Some assignments will be submitted on Blackboard, and others will be submitted in class.

- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.
- There will be both formative and summative assessments in the course.

COMMUNICATION:

All students must have adequate writing skills in English to communicate content professionally and concisely. Students must be proficient in their written presentations, including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

Email and Announcements:

For all electronic communication with me, please use my email address, Mboucher@TAMUSA.edu, rather than Blackboard messaging. I check my email regularly, but I can only access Blackboard messages when I open the app, which may delay my response. Additionally, I will use announcements to share essential updates, opportunities, changes, or news related to the class. To stay informed, please check your school email **daily**.

Recording of Classroom Lectures or Discussions

Students are prohibited from photographing and recording during classes and from transmitting classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class, as well as guest speakers, have been informed that photographing or audio/video recording may occur.

Permission to allow the audio/visual recording is **not** a transfer of any copyrights to the material recorded. Photographs, videos and audio recordings may **not be** reproduced or uploaded to publicly accessible web or social media environments. An exception to this will be any student determined by the Office of Disability Services (ODS) to be entitled to education accommodations to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptions of classroom lectures or materials for personal research and study.

Public distribution of lecture recordings may constitute copyright infringement in violation of federal or state law, or University policy (See Rules and Procedures 17.01.01-Ownership of Intellectual Property and Tangible Research Property). Violation of this policy may subject a student to disciplinary action via the [University Honor Code](#).

In addition to subjecting you to criminal prosecution, violating the wiretapping law can expose you to a civil lawsuit for damages by all injured parties. [Texas Civ. Prac. & Rem. Code § 123.002](#).

No recordings will be allowed unless under the direction of the Office of Disability Services.

Texas Senate Bill 17

[Texas Senate Bill 17](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction, or discussion in a course at public colleges and universities in Texas. Expectations regarding academic freedom for teaching and class discussion have **not been altered** post-SB 17, and students should not feel the need to censor their speech pertaining to topics pertaining to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. I **encourage** you to critically analyze and deconstruct the historical and contemporary purposes, agendas, and effects of this law and similar legislation.

Week	Date	Session Topic	Assignment and Points
Week 1	1/22	Introduction to Classroom Environment	Reflective Journal: (1 point)
Week 2	1/29	Being a Warm Demander	Reflective Journal: (1 point)
Week 3	2/5	Responsive Classroom and Morning Meeting	Reflective Journal: (1 point) Complete the Pre-Evaluation and Opinions Quiz (2 Points)
Week 4	2/12	Deficit Models and the Harms of Punishment in Schools	Reflective Journal: (1 point)
Week 5	2/19	Introduction to Restorative Practices (Hack 1)	Reflective Journal: (1 point)
Week 6	2/26	Building Relationships, Not Compliance (Hack 2)	Reflective Journal: (1 point) Classroom Agreements Poster (20 points).
Week 7	3/5	Repair the Harm. Students taking responsibility (Hack 3)	Reflective Journal (1 point). Relationship-Building Informative Poster or Infographic (20 points)
Week 8	3/12		
Week 9	3/19	Clear and consistent expectations (Hack 4)	Reflective Journal (1 point) Restorative Justice Circle Procedures (20 points).
Week 10	3/26	Growth Mindset (Hack 5)	Reflective Journal (1 point)
Week 11	4/2	Teach Mindfulness (Hack 6)	Reflective Journal (1 point). Emotional Regulation Anchor Chart (20 points). Certificate of Completion YMHFA (8 points)
Week 12	4/9	Cultivate Empathy (Hack 7)	Reflective Journal (1 point); Restorative Practices Case Study (30 points).
Week 13	4/16	Think Strategically (Hack 8)	Reflective Journal: (1 point)
Week 14	4/23	No F2F class	Work on Designing Your Ideal Classroom
Week 15	4/30	More urgent needs and behaviors	Reflective Journal: (1 point) Designing Your Ideal Classroom (35 points)