**CTEE 4190: CLASSROOM MANAGEMENT**

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|  | **Instructor:** Dr. Charles Eick**Class Time:** Tuesdays 1:00-2:50 p.m.**Class Location:** Haley Center 2414**Credit Hours**: 3 semester hours (2 lecture; 2 lab)**Office Hours:** Haley 5058**,** Wed. 7:30-11:00 a.m.**Telephone:** 844-6887Email: eickcha@auburn.edu  |  |

**Required Texts:**

Jones, F. (2007). *Tools for teaching: Discipline, instruction, motivation*. (2nd edition). Santa Cruz, CA: Frederic H. Jones & Associates, Inc. [www.fredjones.com](http://www.fredjones.com)

Kuykendall, C. (2004). *From rage to hope: Strategies for reclaiming black and hispanic students*. (2nd edition). Bloomington, IN: National Educational Service.

**Course Description:**

Through reading, practice exercises, role-playing, and application in field placements, students will learn ‘tested’ classroom management and discipline approaches for new teachers, and effective strategies in reaching all students in multicultural K-6 classrooms. Products for classroom use will be created. The lab placement will be determined by the concurrent methods courses.

**Course Objectives:**

Upon completion of this course and lab experience, students will be able to:

1. Identify personal strengths and weaknesses for effectively instructing and managing children. **{*EDUCATE*Alabama; Personality Inventory; Self-Reflection Exercises}**
2. Conduct an in-depth study of a classroom management or discipline issue in a field placement, including related research and proposed possible solutions. **{Case Study Report}**
3. Arrange a classroom for various forms of instruction (direct, cooperative) and maximum teacher proximity. **{Classroom Management Plan (CMP)}**
4. Implement limit setting practices consistently for children in the classroom. **{CTEE 4030/4040 Professional Work Sample (PWS)}**
5. Create lessons that model step-wise and scaffolded instruction in multiple modalities (verbal, visual, physical) for children to meet learning objectives. **{PWS}**
6. Develop classroom rules, procedures, and routines for effective classroom management. **{CMP; PWS}**
7. Develop a class-wide incentive system for children to self-manage their behavior. **{CMP}**
8. Develop a back-up system with consequences for typical crisis misbehaviors. **{CMP}**
9. Discuss, observe, and implement strategies and methods for effectively reaching children of color. **{Diversity Book Study Blog; PWS}**

**Course Flow-Chart *(Graphic Organizer)*:**

Teacher characteristics for effective management ⇐ *Who you need to be in the classroom*

 ⇓⇓

 Classroom & routine structures ⇐ *What you should ‘know and do’ before children arrive*

 ⇓⇓

 Limit setting, consistency, follow-through ⇐ *How you address day-to-day discipline problems*

 ⇓⇓

 Responsibility training through incentives ⇐ *How you get children to manage themselves*

 ⇓⇓

 Back-up systems ⇐ *How you handle typical crisis behavior in individual children*

←--------------------------------Strategies for helping students of color to succeed-----------------------------------→

**Course Assignments and Evaluation:**

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| 100 points total: Weekly Reading, Questions, & Exercises – 24 points (12 @ 2 pts.)Book Study Blog – 26 points* Chapter blogs (11 @ 2 pts.)
* Final reflective paper (4 pts.)

Project #1: Case Study Report – 20 pointsProject #2: Comprehensive Classroom Management Plan – 30 points | Grading Scale:90-100 A80-89 B70-79 C60-69 D0-59 F |

**Assignments:**

All written assignments must be typed and should adhere to Standard English usage and conventions. Assignments with excessive grammar and spelling errors must be redone at the loss of a letter grade. Assignments must be presented on time. Weekly homework exercises and blog assignments will not be scored if they are late. The score on major projects will be reduced by one letter grade for each day late without prior approval for up to three days. All assignments must be completed and of passing quality in order to pass this course.

The comprehensive classroom management plan will be assigned in lieu of a final exam.

**Course Content and Schedule:**

Week 1 (Chapters 1-2) Building a classroom management system: Professional dispositions (i.e., characteristics) of ‘naturals’ and effective teachers

* Homework: Self-analysis of management strengths and weaknesses.

Week 2 (Chapters 3-4) Exploiting proximity: Room arrangements including cooperative grouping and traffic flow

* Homework: Questions and exercises
* **Book Study Blog: Introduction and chapter 1 (Wednesday/Thursday deadlines)**

Week 3 (Chapters 11-12) Building classroom structure: First days of school *(Harry Wong Videos #2)*

* Homework: Questions and exercises
* Book Study Blog: Chapter 2
* **Project #1: Case Study Report** – See insert to begin this assignment.

Week 4 (Chapters 11-12) Building classroom structure: Discipline and procedures *(Harry Wong Video #3)*

* Homework: Questions and exercises
* Book Study Blog: Chapter 3

Week 5 (Chapters 11-12) Building classroom structure: Procedures and routines *(Harry Wong Video #4)*

* Homework: Questions and exercises
* Book Study Blog: Chapter 4
* **Project #2: Classroom Management Plan** – See insert to begin this assignment.

Week 6 (Chapters 5-8) Creating independent learners: Praise, prompt, and leave

* Homework: Questions and exercises
* Book Study Blog: Chapter 5

Week 7 (Chapters 5-8) Creating independent learners: ‘Say, see, do’ teaching

* Homework: Questions and exercises
* Book Study Blog: Chapter 6
* **Project #1: Case Study Report – Completed assignment due next week**

Week 8 (Chapters 9-10) Raising expectations: Incentives and quality control

* Homework: Questions and exercises
* Book Study Blog: Chapter 7

Week 9 (Chapters 13-19) Learning to mean business: Staying calm and being consistent

* Homework: Questions and exercises
* Book Study Blog: Chapter 8

Week 10 (Chapters 13-19) Learning to mean business: Setting limits and following through

* Homework: Questions and exercises
* Book Study Blog: Chapter 9

Week 11 (Chapters 13-19) Learning to mean business: Backtalk and the unexpected

* Homework: Questions and exercises
* Book Study Blog: Chapter 10

Week 12 (Chapters 20-23) Producing responsible behavior: Responsibility training

* Homework: Questions and exercises
* Book Study Blog: Chapter 11

Week 13 (Chapters 20-23) Producing responsible behavior: Omission training and PAT

* Homework: Questions and exercises
* Book Study Blog: **Final reflection paper due next week**

Week 14 (Chapters 24-25) Positive classroom management: Typical classroom crises; Course evaluations

* **Project #2: Classroom Management Plan – Completed assignment due next week**

Week 15 No formal meeting scheduled

**Class Policy Statements**:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. **At two absences from class students will be required to meet in conference to be placed on an attendance contract in order to continue in the course.** Expected professional dispositions and performance competencies in this professional program require students to meet attendance requirements.

 If a class is missed, late work will be scored only for University-approved excuses as outlined in the Tiger Cub. Doctor’s or other official excuse notes must be turned in to the instructor no more than seven days after the absence, or it is unexcused. The instructor should be notified by email of any absence prior to the class meeting, or as soon as possible. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Students are expected to attend their lab placements in the co-requisite methods course. The school setting is required in order to complete the projects in this course. Failure to attend the lab placement will not count as an excuse for poor quality or work not done.

Ten points will be deducted from the final grade for each unexcused absence from class. **At 2 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies to class will be counted as one unexcused absence. Leaving class early without prior approval counts as an absence.

 Unannounced quizzes: There will be no unannounced quizzes.

 Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

 Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

 Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Cell Phones: Students are expected to turn cell phones off or to vibrate during class and lab time.

**COURSE GRADED ASSIGNMENTS:**

**Weekly Reading, Questions, & Exercises – 24 points**

A weekly homework assignment will be given in class each week over the reading and topic of study. They should be typed and of high quality and professionalism for full marks. Point breakdown will be given on each assignment. Weekly assignments are due at the beginning of the next class meeting and before class begins.

**Book Study Blog – 26 points**

You will read each weekly assigned chapter from the book, ***From Rage to Hope: Strategies for reclaiming Black and Hispanic students***, and take notes addressing the *STUDY GUIDE* questions and exercises for deeper reflection of the reading – See pdf file on Blackboard. Your instructor can ask for your completed study guide notes at any time! You will be assigned to a book study group made up of the methods students at your school placement.

You will then post a well thought out blog on your reflections on the reading and the author’s knowledge and experience. You will want to talk about your responses to one or more of the questions or exercises given in the *Study Guide*. Also, you may want to share a special insight or experience about one or more of the topics discussed in the chapter. Your blog should always give examples from the book and from your past experience as a student and current experiences as preteachers to support your thinking. **Your blog should ALWAYS have explicit references to details in your reading, avoiding vague generalities and platitudes**.

**HOW TO BLOG**: Got to Blackboard 🡪 CTEE 4190 🡪 Discussions 🡪 <<School>> 🡪 Chapter <<xx>>

You should post your book study blogs to the *Blackboard Discussion* for others in your school community to respond. These electronic postings (and comments) follow the syllabus schedule for homework. **Blogs should have a word count of approximately 250 words (no less than 200 words).** Blogs should be composed in your word processing program (and saved) before copying and pasting to the Blackboard discussion board under the appropriate school community and week/chapter. Use a short, catchy, but informative SUBJECT for your entry that gets at the essence of what your blog is about.

Blog comments (that follow initial blog postings) should substantively respond to the thinking generated in completing the *Study Guide* while also considering and addressing what other previous bloggers have said. **Comments should have a word count of approximately 100 words (no less than 75 words).** You may choose to agree or disagree with the blogger but must give substantive reasons and examples based on the reading and your experience.

**Blog postings must be done before the end of the day Wednesday (Midnight) – 1 point.** In addition, **you must COMMENT to two blogs that do not already have two comments by the end of the day Thursday (Midnight) – 0.5 point each.** Do NOT comment to blogs until after the Wednesday Midnight deadline so all blog postings can be read for potential comments. You may choose to make more comments including to blogs that already have two comments. Be sure to read comments made to your blog before the next class meeting and scheduled reading.

**NOTE:** **If you do not blog or comment on time, you will not receive credit for that part of the assignment.** Your instructor will monitor the discussion on Blackboard. No news is good news here! You can assume full credit has been given to you for your efforts (if you met the two deadlines and blog/comment requirements) unless told otherwise.

**FINAL REFLECTIVE PAPER: {two pages, 1.5 space, 1 inch margins}**

1. (1 point) How would you describe the most powerful message you received from reading Dr. Kuykendall's book?

2. (1 point) What new insights about teaching and reaching all children do you now feel you have since reading and blogging on the book?

3. (1 point) Think about the students in your field placement. Describe a specific example of how you implemented or saw your teacher implement the strategies/ideas you have read to facilitate learning in all students?

4. (1 point) Think about your first teaching job. Describe how you will establish the "climate" of your first classroom in an effort to help all students be successful. Be specific with examples.

Project #1: Case Study of a Classroom Management Issue – 20 points

**Purpose:** To learn more about an issue of classroom management and discipline, and related educational research that can help your understanding and potential intervention strategies

**Introduction:** A ***case study*** in teacher education is the study of one particular case, person(s), situation, or issue in the classroom that is important for us to understand because of its complexity, need for attention, and/or usefulness to help improve knowledge and practice. Case studies of real classroom situations and difficulties have the potential for eliciting deep reflection, thought, and dialogue that can lead to change in practice and beliefs about teaching and learning. Classroom cases typically have no simple solutions, thus requiring additional research and study.

**Assignment:** You will choose a particular ‘real’ classroom case that centers on the issue of classroom management and discipline in your methods placement that you think needs additional attention and study for some change or better outcome. You can NOT choose any case that involves a student who is classified as special education or with a 504 Plan – e.g., ADD, visual disability, behavior disorder, other. You will make your choice in consultation with your classroom teacher, so this should NOT be a situation where you think the classroom teacher is the direct cause of the issue or problem. The steps you will take to complete this project are:

1. **(5 points) Identify and describe the case for study** – define and describe it (3 pts.) and the issue or difficulty it poses using as much detail and examples as possible (2 pts.) without identifying any school or person(s) by real names – **Use pseudonyms to protect anonymity and confidentiality** – One page, 1.5 spacing, 1-inch margins
2. **(3 points) Search for a minimum of 3 related educational articles** that shed some light and understanding on this same or related issue or problem. Use the **ERIC search** data-base of our library to locate the best educational articles that are research-based. **Place printed copies of these articles in the Appendix of your report** (1 pt. each).
3. **(6 points) Summarize in your own words** what you have learned from each article (2 pts. each). Be sure to record in APA format the reference for each article as a heading to entitle your summary. Use only articles that discuss enough information that directly relates to your case. – One paragraph for each article with APA reference heading

Example article reference in APA format – {points will be deducted for improper format}

Smith, J. & Jones, M. (2006). Coteaching in a science classroom. *Teacher Education*

 *Quarterly, 23*, 325-334.

1. **(6 points) Write up your case analysis** based on your research and reflection on your case. Relate your pertinent research findings to your case: Which findings directly relate to your case and could impact it? Explain and cite research findings that apply using APA citation format [e.g., (Smith & Jones, 2006)]. (2 pts.) How has your thinking changed now about this issue? (2 pts.) What new approach or potential solution would you propose now, and how would it be different from current practice? (2 pts.) – One-two pages, 1.5 spacing, 1-inch margins

Be sure to neatly put your four pieces (above) of your written case study together to form a seamless document. Place a cover sheet on your document with your **case title, grade level, your name, and CTEE 4190**. Also, create a **table of contents** for your document. Remember not to use any real names for your school, teacher, or students – **Use pseudonyms wherever you mention proper names.**

# Project #2: Classroom Management Plan – 30 points total

*Directions:* This plan should make sense in the context of your current and past field experiences in classrooms. Follow this template to build a positive classroom management system. This template incorporates best practices from the course text (Jones, 2007). Make your plan in a “ready to use” format for you as a teacher and that you could share with administrators and parents. **Create a cover page for your plan (title, grade level, name, date) and a Table of Contents for the enumerated pages.**

***(3 points) Parent Letter and Information Form – {one-page each}***Welcome your parents by briefly introducing yourself, your academic and behavioral expectations, your contact information, and how you will ‘pro-actively’ communicate with parents. Consider mentioning: What special themed units or activities will take place? What are your special plans for your students and how can parents be involved? End your letter with a request for the parent to return the attached one-page information form: Parent contact information, special student information, volunteer options, other.

***(6 points) First Day Lesson Plan – {two-four pages plus attachments}*** Using a lesson plan format, put together a detailed lesson plan for the first day of school. Be very clear and specific on your procedures (what you will do) for the day’s activities. Feel free to attach and refer to any special activity that you will use. Be sure to include specific information on: Entering the classroom, bell work, assigning seats, introductions, general classroom rules, classroom chores, practicing important first day procedures and routines, ice-breaker activities, and pro-active communication with parents.

***(4 points) Classroom Layout – {three sketch pages with descriptions; one resource list page}***Include at least three different ‘neat’ classroom sketches for your room arrangement and explanations for individual work, peer or partner work, and cooperative learning groups. Be sure to identify all desks, reading tables, teacher workstation, centers, computers, and any other important items (fixed or movable) in your classroom. Attach a list of the basic resources and materials found at each special center or area. Entitle each sketch and give a brief explanation for why it meets the needs of student work AND your proximity and ability to easily reach all students.

***(3 points) Classroom Rules – {one page}***List 3-5 general classroom rules for your students to follow as good citizens in your classroom. State the rules in positive terms. Discuss how you came up with these particular rules, why they are most important for children to follow, and if the students help in generating them.

***(8 points) Classroom Procedures and Routines – {approximately 3-4 routines per page}*** Entitle and briefly describe the initial and most important procedures and routines that your children need to learn during the first week of school. Here is a list of *some* of the most important ones: Starting the day, starting class, transitions between work or subjects, turning in homework/classwork, moving to centers, obtaining needed materials, moving in the hallway, lunch-time, recess, completing chores or assigned jobs, ending the day, bus routines, etc.

***(3 points) Class Incentive Plan and PAT – {one page}***Describe your class incentive plan and use of PAT. How will you implement it to gain time for PAT? – Where will you keep it? How will you explain it to students? How and when will you use it? Also, describe your choice of PAT (or possible PATs) for your students and how often they will occur. Remember PAT should occur at least once each day. Be mindful of the age-group that you are teaching to know how often to have PAT. Lastly, consider keeping incentive time for a long-term and larger PAT such as a field trip or special event. How will this work?

***(3 points) Step-Wise Consequences (Back-Up System) – {one page}***List and explain your step-wise consequences for a student whose behavior is inappropriate and who cannot be re-directed using your normal management system. Consider how your consequences and actions are in line with the school’s discipline policy. Some teachers share a discipline policy or plan in one grade, one team, or one school. Also, consider that you must start with actions that have a *small expense* before moving to actions with larger expenses for the student and teacher alike.