

**CTSE 4203-001: Managing Middle and High School Classrooms**  
**CO-REQUISITE: CTSE 4920 Internship at secondary level**

**INSTRUCTOR:**

Robert Colby Jones  
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**OFFICE HOURS:**

By appointment

**REQUIRED TEXT:**

Larson, B.E., & Keiper, T.A. (2012). *Instructional Strategies for Middle and High School*, Second Edition. New York, NY: Routledge.

**REQUIRED READINGS:**

In addition to the textbook, other readings will be provided for students on Canvas. The instructor will inform students when readings are posted to Canvas.

**COURSE DESCRIPTION:**

This course introduces students to best practices for managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for *all* students. In addition, this course provides students with the opportunity to reflect on strategies ideally suited to the secondary social studies classroom and the practical concerns associated with the implementation of each strategy.

**COURSE OBJECTIVES:**

At the end of this course, students will have acquired the following experiences, skills, and dispositions:

1. Participate in classroom activities that involve you in observing, describing, and analyzing classroom behavior and approaches to classroom management that will assist you in developing your own personal management approach.
2. Develop a comprehensive classroom management plan that includes rules, routines, procedures, and classroom set-up for governing a typical day in your classroom; consideration of special circumstances that occur in classrooms; and considers issues of equity for students with disabilities; as well as other considerations necessary for an effective classroom management plan.
3. Share positive management and discipline strategies that will enhance the interest, learning, and social development of your students while also meeting the needs of a diverse student population.
4. Learn to analyze problem situations and select strategies to resolve or avoid them.
5. Describe legal and ethical considerations related to classroom management and discipline procedures.
6. Reflect on constructive feedback from the course instructor, cooperating teacher, and your peers, making changes in approach accordingly.
7. Model professional conduct with colleagues, students, parents, and the community.

8. Examine various instructional strategies ideally suited to the secondary social studies classroom with a focus on proactive management and the practical concerns associated with each strategy.
9. Collaborate with peers and the instructor to develop a lesson plan and powerful learning strategy for their videotaped lesson.
10. Demonstrate competency with online tools on the PIH website, tools for synchronous and asynchronous discussion, and other web-based resources.

#### **COURSE REQUIREMENTS & EVALUATION:**

1. Classroom management observations (2) – 20 points
2. Participation/performance in synchronous (live) online discussions (2-3) – 24 points
3. Participation/performance in asynchronous online discussions (2) – 16 points
4. Collaborative development of videotaped lesson required for internship – 15 points
5. Classroom management plan – 20 points
6. Individual conferences (2, live or online) – 5 points

#### **REQUIREMENT DESCRIPTIONS:**

**Classroom Management Observations (2):** Follow the *Guidelines for Classroom Management Observations*. Your task is to observe your cooperating teacher or another teacher and complete a brief narrative along with reflections on the strategies and management techniques employed by the teacher being observed. Be sure to keep privacy considerations in mind as you write and avoid using the names of any teachers or students in your reflections.

**Synchronous (live) Online Discussions (2-3):** You will prepare for each live discussion by completing assigned readings and viewing selected video clips on the PIH website. In some cases, additional tasks may need to be completed before these live discussions. I will schedule these discussions with small groups of students. All students should reflect on assigned readings, video clips, and their own experiences as they participate fully in each discussion.

**Asynchronous Online Discussions (2):** Requirements for these threaded, asynchronous online discussions mirror those of the synchronous discussions as discussed above. These forum-style discussions will take place on the PIH site.

**Videotaped Lesson Development:** You will work with the instructor and at least one peer to develop your videotaped lesson (a requirement of the internship co-requisite). Your peer(s) and the instructor will aid you by reflecting on your lesson plan in order to provide suggestions to improve strategies and proactively promote desirable student behavior, engagement, and motivation.

**Classroom Management Plan:** Follow the *Guidelines for the Classroom Management Plan*. See the Schedule of Classes and Assignments for the exact due dates and times for each portion of the Classroom Management Plan and for the final draft of the entire plan.

**Individual Conferences (2):** These informal conferences will be discussed at the orientation meeting on 8/20. Each student should schedule 2 of these brief conferences to discuss classroom management issues, successes, and areas for improvement. See the course schedule for more guidance in scheduling these.

### **CLASS POLICY STATEMENTS:**

- A. Students are expected to participate in all class discussions and participate in all activities and written exercises. It is the students' responsibility to contact the instructor if assignment deadlines are not met.
- B. Students are responsible for initiating arrangements for missed work.
- C. Auburn University expects students to pursue their academic work with honesty and integrity. Violations of the Student Academic Honesty Code and potential sanctions are detailed under Title XII of the SGA Code of Laws, which can be found in the Tiger Cub.
- D. Auburn University is committed to providing accommodations and services to students with disabilities. Students who need special accommodations should refer to [www.auburn.edu/disability](http://www.auburn.edu/disability) and contact:

The Office of Accessibility  
1228 Haley Center  
Auburn University, AL 36849  
334-844-2096 PH  
334-844-2099 FAX  
[accessibility@auburn.edu](mailto:accessibility@auburn.edu)

Students with disabilities should make an appointment with the instructor early in the term to bring a copy of the Accommodation Memo and the Instructor Verification Form to this meeting.

- E. The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:
  - 1. All discussion about a student should be conducted with the teacher or university supervisor only.
  - 2. Discussion should be conducted in private. (Be aware of listeners in all settings.)
  - 3. You should not discuss students with other parents, agencies, or other students.
  - 4. Limit discussion to those involved with your assignment.
  - 5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
  - 6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Course Objectives			
	Readings/ Discussion of Readings	Teacher Observations & Reflections	Classroom Management Plan
Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. <b>290-3-3-.04(2)(c)2.(iv)</b>	X	X	X
Demonstrate knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. <b>290-3-3-.04(2)(c)4.(iv)</b>	X		X
Demonstrate knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics <b>290-2-2.04(5)(c)5.(i)</b>	X	X	X