

# CONCEPTUAL FRAMEWORK

## MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

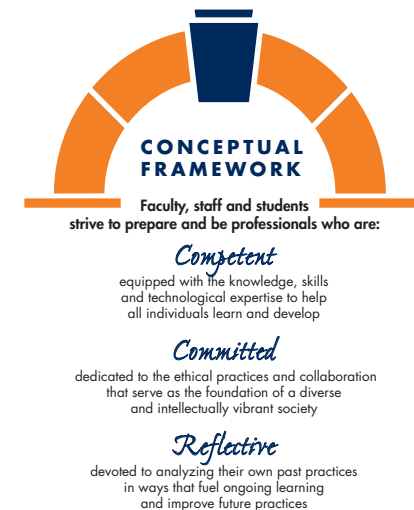
## VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

## PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

### COLLEGE OF EDUCATION



*A Keystone in Building a Better Future for All*



The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

## CTSE 5233/6236 Syllabus

### Instructor Information

Dr. W. Gary Martin  
Haley 5008  
wgarymartin@auburn.edu -- 334 559 3141

### Class Meetings

Haley 2456  
Wednesday, 5:00-6:30 PM  
(10 class meeting to be arranged throughout the semester)

1. **Course Number:** CTSE 5233/6236  
**Course Title:** Managing Middle and High School Classrooms (Mathematics Education)  
**Credit Hours:** 1 Semester Hour  
**Prerequisites:** Admission to Teacher Education; **Corequisites:** CTSE 4920 or CTSE 7920
2. **Date Syllabus Prepared:** January 2006, Revised January 2015.
3. **Texts or Major Resources:**  
Johnson, D. R. (1982). *Every minute counts: Making your math classroom work*. Parsippany, NJ: Dale Seymore Publications.  
Wieman, R., & Arbaugh, F. (2013). *Success from the start: Your first years teaching secondary mathematics*. Reston, VA: National Council of Teachers of Mathematics.  
Additional readings as assigned.
4. **Course Description:** The role of the mathematics teacher in classroom management. Methods for developing a positive learning environment that supports mathematics learning.
5. **Course Objectives:** To provide opportunities so that students will:
  - A. Develop classroom procedures, rules, organization, and behavioral regimens to support an effective classroom climate for learning mathematics.
  - B. Consider the diverse needs and interests of students to better support their mathematics learning.
  - C. Learn how to work effectively with other stakeholders to promote student success in mathematics.
  - D. Begin a trajectory of professional growth and goal setting leading to success as a beginning mathematics teacher.
6. **Course Content and Schedule:**  
Each class meeting will include a discussion of assigned readings. You are expected to have read them in advance and to bring prepared notes to use in contributing to class discussion. You may be invited to lead any given discussion.

8/19	Developing rules and procedures for the mathematics classroom
8/26	Analyzing classroom behaviors that support or hinder mathematics learning
9/2	Understanding the impact of teacher expectations on students' mathematics learning
9/9	Establishing a classroom climate that supports mathematics learning
9/23	Building relationships with students to better support their mathematics learning
10/7	Effective discipline regimens for the mathematics classroom
10/28	Planning successful mathematics instruction to meet the diverse needs of students
11/4	Working with others (teachers, administrators, parents) to support students' mathematics progress
11/18	Developing a trajectory of growth and continuous improvement as a mathematics professional
12/2	Making the transition to the first year of mathematics teaching
TBA	Final examination

### 7. **Course Requirements/Evaluation:**

#### **Assignments**

- Attend and participate in all class sessions – 30%
- Final project (philosophy and plan for classroom management) – 50%
- Final reflection/exam – 20%

#### **Grading**

All assignments will be graded on a 4-point scale (4=A; 3=B; 2=C; 1=D; 0=F) and weighted averages will be computed following the percentages given in the preceding section. Final grades will be assigned by rounding to the nearest whole number; i.e., 3.5 and up is an A, 2.5 and up is a B, and so forth.

## Descriptions of Major Assignments

Class participation: Students will be expected to come to every class prepared to participate. On occasion, students will be asked to lead the discussion of a particular topic or assignment.

Final Project: For the final project, students will create a classroom management plan for their first year of teaching. This plan should incorporate what they have learned from the internship and from this and other classes in the program. The plan should be in a “ready to use” format that could be distributed to students and parents. To make this manageable, the project will focus on one particular class being taught in the internship. The plan will include the following elements. Note that the development of the plan will be incorporated into class activities.

- Cover sheet and introduction – Provide a brief, one-page overview to the assignment and your general philosophy of teaching, including classroom management.
- Introductory letter to parents/guardians and students – Welcome your students and parents by briefly introducing you, your course, and your discipline plan: (1-2 pages)
  - What are your expectations and plans for your students and what can students (and parents) expect from you? Be sure to list your classroom rules (see below).
  - Include how you will communicate with parents on student progress, under what other conditions you will contact them (positive and negative), and how you can be reached at your school.
  - Include information regarding your grading scale and grading procedures. Any major projects and assignments should also be included.
  - Also include any necessary materials and supplies students will need.
  - End your letter with a place for a parent/guardian and student signature acknowledging your plans.
- Classroom rules – Develop a list of rules for your classroom.
- Student policies and procedures – Describe in detail your student policies on tardies, leaving the classroom (e.g., restroom), being unprepared for class, absences, make-up work, and late work. Also include rewards for positive behavior. (2 pages, single-spaced)
- Assessment and feedback plans – in detail your grading system, including weights or point breakdown for categories of work (tests, quizzes, projects, classwork, etc.) and grading scale for letter grades. (1-2 page, single-spaced)
- Classroom procedures – Describe procedures for running your class from beginning to end of the period: from bell work to dismissal; describe your procedures for the common activities and approaches that you routinely use in your classroom, including such things as seating assignment, bell work, passing and checking of papers, use of textbook, monitoring students, cooperative grouping, use of videos, special projects, homework, and dismissal. (1-2 pages single-spaced)
- Room arrangement sketch – Include a neatly drawn sketch of your preferred classroom arrangement. How will desks and tables be arranged? Where are student resource stations, teacher’s desk, computers, other items? Include a one-page single-spaced explanation of why you have chosen this arrangement
- Bibliography – Include at least one text and one teacher source for ideas contained within your plan (minimum 2 sources). Use APA style.

Final Examination: The final exam will give students an opportunity to reflect on their learning across the semester and engage in goal-setting for the future.

## 8. Class Policy Statements:

- Attendance. Each student is expected to attend all classes as scheduled. Excused absences require university approval as specified in the *Tiger Cub*. The second unexcused absence from class and each succeeding unexcused absence from class will result in a lowering of the student's final grade by one letter grade.
- 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