Mrs. Kristin Zimbelman, M.Ed.

CTEE 4190- Classroom Management

3 Credit hours

Prerequisites: Admission to Teacher Education

Preparation Date: JULY 2016

Contact Information:

Office: 5024 Haley Center

Hours: Monday: 9:30-11:00 & Thursday: 12:30-1:30

Email: [kaz0002@tigermail.auburn.edu](mailto:kaz0002@tigermail.auburn.edu)

Cell Phone: (334) 595-2525

Required Text:

* Manning, M. & Bucher, K. (2013). *Classroom Management: Models, Applications, and Cases*. 3rd Edition, Pearson.
* Thompson, Julia. (2013). *The First-Year Teacher’s Survival Guide*. 3rd Edition. Jossey-Bass.

Recommended (but not required): Membership to Alabama Education Association

Course Description: Through reading, discussion, and application of field placements, students will study classroom management issues and effective methods and strategies for first year teachers pertaining to inclusive/multicultural K-6 classrooms. Products for classroom use will be created.

Course Objectives:

As a result of participation in this course students will:

* Identify professional behavior, dispositions, and obligations of a classroom teacher. 2.c1, 2.c2, 2.c 3
* Find the school resources and information needed to prepare for beginning teaching. 2.b1, 2.b 2, 2b.3, 2b, 5
* Create a classroom management plan that includes parent communication, rules of student conduct, procedures and routines, and assessment and grading. 2d,1, 2e.1
* Apply effective teaching pedagogies to lesson planning to create and maintain a well planned, relevant, and positive learning environment for children. 2d. 1-4
* Engage and reflect on methods for addressing learning and motivation of all students, including peer tutoring, cooperative learning, and student-centered assignments. 2c, 1, 3, 5
* Identify strategies for managing students with unique backgrounds and needs, including inclusion, cultural and ethnic diversity, varying study skills, and learning styles. 2d. 2-5
* Engage in meaningful research and discussions that critically analyze actual classroom cases involving student behavior and learning in order to chart change and improvement. 2d. 7,8,9, 10
* Apply learning from readings of unique cases of student discipline to difficult cases in the field. 2a.1-7

Course Requirements/Assignments:

* Assignment 1: Bullying Paper (15 points)
  + Bullying is an epidemic in our country and will impact your ability to manage a classroom effectively. Being a 21st century teacher, you have more resources at your fingertips than the educators that came before you. For this assignment you will need to write a five page, double-spaced paper that follows APA format about bullying in today’s classroom. You will need to include a minimum of five professional references on a separate reference page.
  + Criteria and grading information will be posted on Canvas.
* Assignment 2: New Teacher Information Project (25 points)
  + When you begin a new position it is essential that you are aware of the policies and procedures that are in place at that school. For this assignment you will be given a checklist of artifacts that you will need to locate from your school system’s website, faculty handbook, cooperating/mentor teacher, etc. This project will need to be organized in a ½ binder with tabs for each artifact for ease of reference.
  + Criteria and grading information will be posted on Canvas.
* Assignment 3: Case Study (45 points)
  + As you get acquainted with your classroom you will begin to notice issues that impact a student’s ability to learn. To increase your awareness about intervention strategies you will conduct a case study. A ***case study*** in education is the study of one particular case, person(s), situation, or issue in the classroom that needs attention. Case studies in real classroom situations have the potential for eliciting deep reflection, thought, and dialogue, which can lead to change in practice and beliefs about teaching and learning. Typically no simple answer or solution is found. In your placement you will select an issue and conduct a case study. This means you will write an analysis that will follow APA format, use a minimum of three scholarly articles, and show evidence of reflective thinking. You will use pseudonyms to protect anonymity and confidentiality. You CANNOT choose a student who is classified special education with a 504 plan, an IEP, etc…
  + Criteria and grading information will be posted on Canvas.
* Assignment 4: Classroom Management Plan (50 points)
  + Your future classroom is just around the corner! Before you set one foot through the threshold you need to have a clear plan in place. This assignment will prepare you for upcoming interviews as well. Your personal plan will include information for parents, administrators, and students. It will be comprised of letters, forms, rules, consequences, rewards, routines, schedules, procedures, plans, policies… This plan will take nearly the entire semester to complete and will be organized in a binder with tabs. This is a professional piece and will need to reflect it.
  + Criteria and grading information will be posted on Canvas.
* Assignment 5: Canvas Modules (50 points)
  + For each module criteria and grading information will be posted on Canvas.
* Assignment 6: Professionalism & Participation (50 points)
  + Students are expected to complete work in a timely manner and to turn in all required forms and documents promptly. All students are expected to engage fully with the class learning community. Professional demeanor is expected.

Points Earned/Grades:

A = 212-235

B = 188-211

C = 165-187

D = 141-164

F = 140 and below

Course 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.
* Cell Phones/Electronic Devices: Students are expected to keep all cell phones on vibrate/silent ring during class time. **No use of electronic devices or text messaging will be permitted.** Violations of these policies will negatively influence the professionalism grade.
* Attendance/Absences Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. **Each unexcused absence may result in the lowering of the final course grade by one letter grade.** An excessive number of excused absences will require a conference with the instructor. Leaving class early counts as a tardy. Being tardy three or more times will be counted as an unexcused absence.
* 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 office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
* Honesty Code: The University Student Academic Honesty Code on the University Policies site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) pertaining to cheating will apply to this class.
* Course Contingency: If normal class and/or lab activities are disrupted due to illness/emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
* 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

Class Schedule

\*Subject to Change per Instructor\*

|  |  |
| --- | --- |
| Thursday  August 18th  10:30-12:30 | **Topic**  **Let’s Get Started!** |
| **Due for Today** | * Print off a copy of the syllabus for reference |
|  | |
| Thursday  August 25th  10:30-12:30 | **Topic**  **21st Century Educator** |
| **Due for Today** | * Assignment 5: Canvas Module #1 |
|  | |
| Thursday  September 1st  10:30-12:30 | **Topic**  **Good Classroom Management-**  **What does it look Like?** |
| **Due for Today** | * Assignment 5: Canvas Module #2 |
|  | |
| Thursday  September 8th  10:30-12:30 | **Topic**  **Collaboration** |
| **Due for Today** | * Assignment 1: Bullying Paper (Submit on Canvas) |
|  | |
| Thursday  September 15th  10:30-12:30 | **Topic**  **Every Minute Counts** |
| **Due for Today** | * Assignment 5: Canvas Module #3 |
|  | |
| Thursday  September 22nd  10:30-12:30 | **Topic**  **Foundations of Classroom Management** |
| **Due for Today** | * Assignment 5: Canvas Module #4 |
|  | |
| Thursday  September 29th  10:30-12:30 | **Topic**  **Learning to Problem Solve** |
| **Due for Today** | * Assignment 2: New Teacher Information Project (Submit hardcopy in class) |
|  | |
| Thursday  October 6th  10:30-12:30 | **Topic**  **Flipped Learning** |
| **Due for Today** | * Assignment 5: Canvas Module #5 |
|  | |
| Thursday  October 13th  10:30-12:30 | **Topic**  **Motivation** |
| **Due for Today** | * Assignment 5: Canvas Module #6 |
|  | |
| Thursday  October 20th  10:30-12:30 | **Topic**  **The Inclusive Classroom** |
| **Due for Today** | * Assignment 5: Canvas Module #7 |
|  | |
| Thursday  October 27th  10:30-12:30 | **Topic**  **Discipline & Punishment** |
| **Due for Today** | * Assignment 3: Case Study (Submit on Canvas) |
|  | |
| Thursday  November 3rd  10:30-12:30 | **Topic**  **Positive Reinforcement** |
| **Due for Today** | * Assignment 5: Canvas Module #8 |
|  | |
| Thursday  November 10th  10:30-12:30 | **Topic**  **Developing Consequences** |
| **Due for Today** | * Assignment 5: Canvas Module #9 |
|  | |
| Thursday  November 17th  10:30-12:30 | **Topic**  **Safe Schools** |
| **Due for Today** | * Assignment 4: Classroom Management Plan (Submit hardcopy in class) |
|  | |
| Thursday  December 1st  10:30-12:30 | **Topic**  **Whole Brain Teaching** |
| **Due for Today** | * Assignment 5: Canvas Module #10 |
|  | |