**CTSE 5233/6236 Syllabus**

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| **Instructor Information**Marilyn Strutchens Haley 5010 strutme@auburn.edu Work Phone:334-728-0031 | **Class Meetings**Haley 5075Wednesdays, 5:30 – 7:30 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

1. **Date Syllabus Prepared:** January 2006, Revised August 2017.
2. **Texts or Major Resources:**

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

National Council of Teachers of Mathematics. (2018). *Catalyzing change in high school mathematics: Initiating critical conversations*. Reston, VA: Author.

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.

1. **Course Description:** The role of the mathematics teacher in classroom management. Methods for developing a positive learning environment that supports mathematics learning.
2. **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.

1. **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.

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| **Date** | **Event** |
| **8/20/2019** | Developing a philosophy for mathematics teaching and classroom management |
| **8/28/2019** | Developing a philosophy for mathematics teaching and classroom management (Part 2) |
| **9/02/2019** | **Labor Day *(Interns observe holidays of school system in which they are interning)*** |
| **9/04/2019** | Developing rules and procedures for the mathematics classroom |
| **9/11/2019** | Classroom management methods |
| **9/18/2019** | Maintaining an equitable classroom/PWS Meeting |
| **9/25/2019** | No class |
| **10/02/2019** | Debriefing with all interns, 12:00 -3:30; Midterm Portfolio Entries are due. |
| **10/3 – 4/2019** | **NCTM Regional Conference in Nashville, TN** |
| **10/08/2019** | Midterm |
| **10/09/2019** | Effective groupwork & Engaging struggling students |
| **10/10-11/2019** | **Fall Break *(Interns observe holidays of school system in which they are interning)*** |
| **10/15/2019** | **Education Interview Day, 8:00– 3:00 p.m., Beard-Eaves Memorial Coliseum** |
| **10/16/2019** | Assessment, feedback, and grading |
| **10/23/2019** | No class |
| **10/30/2019** | Assessment, feedback, and grading |
| **11/6/2019** | No class |
| **11/13/2019** | Developing a trajectory of growth and continuous improvement as a mathematics professional Next Class Meeting. |
| **11/14 – 15/2019** | **ACTM Fall Forum, McWane Science Center in Birmingham, AL** |
| **11/20/2019** | Making the transition to the first year of mathematics teaching |
| **11/25-29/2019** | ***Thanksgiving Holiday (Interns observe holidays of school system in which they are interning)*** |
| **12/04/2019** | Final Exam. |
| **12/9/2019** | Evaluation Meeting; 3:00–5:00 p.m., TBA; CSM Final Debriefing, TBA |

1. **Course Requirements/Evaluation:**

**Assignments**

* Attend and participate in all class sessions – 30%
* Final project – 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. Note that the development of the plan will be incorporated into class activities. The plan will include the following elements:
* Overview – Provide a brief, one-page overview of your general philosophy of teaching, including classroom management.
* Classroom rules – Develop a list of rules for your classroom.
* Classroom procedures – Describe procedures for running your class from bell to bell, addressing common activities and approaches that you routinely use in your classroom, including such things as seating assignment, bell work, passing out and checking papers, use of cooperative groups, full-group discussions, assigning homework, and dismissal. (about 2 pages single-spaced)
* Student procedures – Describe in detail how you will deal with common situations involving your students, such as tardies, leaving the classroom (e.g., restroom), being unprepared for class, absences, make-up work, and late work. Also include rewards for positive behavior. (about 2 pages, single-spaced)
* Assessment and feedback plans – your grading system, including weights or point breakdown for categories of work (tests, quizzes, projects, classwork, etc.) and grading scale for letter grades. (about 2 pages, single-spaced)
* Introductory letter to parents/guardians and students – Welcome your students and parents by briefly introducing yourself, the course, and your approach to instruction. (1-2 pages)
	+ Incorporate any of the information above that will be useful.
	+ 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.
* Room arrangement – Discuss how you will arrange the teacher desk, student desks, work tables, computer workstations, classroom materials (cabinets/shelves), and other ideas. A sketch would be helpful! (1 page single-spaced plus sketch.)
* 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.
1. **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