

**AUBURN UNIVERSITY
SYLLABUS**

Course Number: CTSE 4200
Course Title: Managing Middle and High School Classrooms
Credit Hours: 2 Semester hours
Prerequisites: Admission to Teacher Education
Co-requisites: CTSE 4920 or CTSE 7920

Instructor: Vicki T. Pheil
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Office Hours: Thursday 4:00-4:30 (on posted class days), also
available by appointment

Date Syllabus Prepared: December 2009, revised from August 2009 and January 2009 syllabi and Susan Piper's syllabus with revisions January 2006, January 2008

Texts or Major Resources:

Gill, Vickie. (2007). *The ten students you'll meet in your classroom: Classroom management tips for middle and high school teachers*. Thousand Oaks: Corwin Press.

Optional:

Marzano, R. (2003). *Classroom Management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sprick, Randall S. (2006). *Discipline in the secondary classroom*. San Francisco: Jossey-Bass.

We will also read accompanying journal articles relevant to each evening's topic.

Course Description:

This course considers the role of the teacher in classroom management. It examines methods for developing a positive learning environment and managing middle and secondary classrooms through the integration of both theory and practice. This course

also examines critical issues of teaching in an increasingly diverse society. Special topics of interest will address issues of equity in education. You will see how these issues are integral to being an effective teacher and effectively managing your classroom. Various articles and readings will be disseminated and are considered required reading to prepare you for the material that will be covered in class.

This document is subject to minor amendments, and we might need to adjust the schedule as we move through the spring semester, adjusting the pace for the readings and inserting into the agenda additional resources that may become appropriate. Pay close attention to assignment dates.

Course Objectives:

To provide opportunities so that students will:

- A. Participate in classroom activities that will involve them in observing, describing, and analyzing classroom behavior and approaches to classroom management that will assist them in developing a personal management philosophy. **290-3-3-.04 1(I) (ii)**
- B. Participate in strategies that can be used to enhance the interests, learning, and social development of their students. **290-3-3-.04.2 (I) (iv)**
- C. Become familiar with current literature on teacher expectations, teacher modeling, classroom organization, and management and student motivation. **290-3-3-.04 2(I) (iv)**
- D. Analyze problem situations, and select strategies for resolving the problems and procedures to evaluate effectiveness. **290-3-3-.04 1(I) (ii)**
- E. Become familiar with legal/ethical considerations related to classroom management and discipline procedures. **290-3-3-.04 1(I) (ii)**
- F. Be able to identify student behavior that may represent a threat to others in the school. **290-3-3-.04 1(I)**
- G. Be able to use strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.

Course Content and Schedule:

Please note that this class does not meet every week after the first several weeks. Slight modifications are made due to holidays to ensure that students get the adequate number of class meeting dates. Also, several class meetings occur through Blackboard technology and postings.

<u>Dates</u>	<u>Topics</u>
01/14	Organizing the classroom and materials
01/21	Choosing school and classroom rules and procedures Bring Student Information Sheet to class Blackboard Post / Student Information Sheet Blackboard Post / Reflection: What Type of Student Was I?
01/28	Choosing school and classroom rules and procedures / via Blackboard Blackboard Post / Reflection: Teachers' Opinions... Blackboard Post / Reflection: Rebels
02/04	Managing student work and grading Bring "visual" assignment to class. Blackboard Post / Reflection: Misfits
02/11	Start of school year and changes throughout the year / via Blackboard Blackboard Post / Reflection: Royalty Blackboard Post / Reflection: Syllabus or No Syllabus?
02/18	Planning classroom activities Classroom Observation and Tour Activity due (Part I and Part II)
03/11	Case studies of successful classroom activities "Issues" assignment due. Bring copy of bibliographic information and annotation for each class member. Blackboard Post / Reflection: Manipulators Blackboard Post / Reflection: Victims
03/25	School and classroom climate / via Blackboard Blackboard Post / Reflection: The Extraordinary Blackboard Post / Reflection: The Angry
04/01	Communication skills for teaching
04/15	Managing problem behaviors / via Blackboard Blackboard Post / Reflection: Invisibles Blackboard Post / Reflection: Perfectionists
04/29	Classroom management plans due in lieu of final examination Blackboard Post / Reflection: Before You Finish

Contingency Plan:

Due to extended illness (either student or instructor) requiring class cancellation, the seminar nature of this class allows for assignments and discussions to be fulfilled through the use of Blackboard. If necessary, adjustments to the calendar will be made upon return to class.

Course Requirements/Evaluation:

- A. Attend and participate in all class sessions.
- B. Complete midterm and final exam activities.
- C. Present a philosophy for classroom management.
- D. Complete reading and writing assignments.

Cultural Diversity

“I don’t care that you know. I want to know that you care.”

Author Unknown

This course reflects the College of Education’s commitment to cultural diversity. The goal of the professional education program at Auburn University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are

- Effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
- Effective as they assist learners in their comprehension of issues surrounding diversity; and
- Effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments for learners.

Expectations

In this course I expect you to:

- Reflect critically on all experiences and readings.
- Be prompt and in attendance at all course sessions.
- Demonstrate critical reflection through discussion, writing, and course assignments.
- Complete assignments to the best of your ability.
- Communicate expectations and ideas.
- Recognize and validate the values of other class members.

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. You will spend some time doing group work. Learning is most effective when we fully participate in the process of constructing

knowledge. In this course it is my expectation that everyone actively participate. Participation starts with preparation. It is my expectation that each class participant will be fully prepared for each day by having read the assigned materials and by having completed other required work.

General grading rubric for assignments

100%: beyond the call of duty; strikingly impressive; excellent in every way
90%: both complete and showing evidence of original, active, critical thought
80%: all specified aspects of assignment minimally completed
<80%: one or more aspects of assignment missing or unacceptable

Grading Scale:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	<60%

Course Evaluation

Your final course grade will be based on a classroom management portfolio. You will be evaluated on the following portfolio components:

<u>Assignments</u>	<u>Points</u>
1. Reflective readings and assignments	30 points
2. Classroom observation and tour activity	30 points
3. Classroom management plan	40 points

** Please note that any incomplete assignment or assignments not presented in the proper format will not be accepted. All submitted work should be neatly presented.

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 mandatory and participation is paramount for success in this class. You are responsible for attending all class sessions.

Students are allotted no absences unless they are in accordance with AU bulletin absence policy. Medical and legal documentation must be provided within 7 days of the absence, or it will be considered an unexcused absence. Students are still required to contact their professor in advance of an absence or soon thereafter in the event of an emergency. Any absence not in accordance with AU Tiger Cub absence policies is considered unexcused

and may result in a five-point reduction (per absence) from the earned actual final grade (at the discretion of the professor for this course only). After three unexcused absences students will be referred to the Office of Academic Affairs for withdrawal from the class. Should an extended illness or family emergency arise please notify your instructors as soon as possible. Please follow the AU Tiger Cub for guidelines as to what qualifies as an excused absences based on AU policy. Missing any of the pre- and post-internship meetings will result in a five-point reduction from your final grade for each absence (these meetings are considered mandatory).

In the event of a medical emergency (or something pretty close to it) please make every effort to notify me in advance (prior to the class meeting). In that event, you are required to contact the instructor personally in advance for the absence via e-mail, telephone, or leave a message with the administrative asst. of the Dept. of Curriculum and Teaching, if you are unable to contact me personally.

*Please arrive at each class on time, and be prepared to discuss and respond to issues and topics covered in the class. Excessive tardiness will not be accepted and two tardies (more than 10 minutes late) will be considered as one absence and will result in a five-point deduction from your final grade. Moreover, late students may not be permitted to enter class.

*Plan closely with your cooperating teacher regarding after-school activities or professional development activities that might require your attendance (this absence must be related to some type of professional development and you will use this required day (not to exceed one) in lieu of class attendance. Excuse notes and proof that you attended the activity will be required.

*If you miss a weekly class, you are still required to turn in the assignments on time for full credit. Please contact me prior to turning in your assignment via e-mail as an attachment only. NO assignments will be accepted late at anytime. In the event that you have an excused absence in accordance with AU's excused absence policy all assignments must be turned in no later than three days after the date you miss class. Preferably, unless you have a medical emergency make every effort to turn assignments in on or prior to the date that they are due even if you have an excused absence.

Confidentiality Policy:

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class. You must sign and adhere to the written confidentiality policy on the treatment of all information related to students and staff in schools. Breach of this policy will be addressed immediately and privately for resolution.

Late/remedial work policy

If you miss a weekly class, you are still required to turn in the assignments on time for full credit. NO late assignments will be accepted. All assignments are due at the start of each class meeting on the date they are scheduled.

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

Personal Data Form: CTSE 4200 - Classroom Management for Middle & Secondary Teachers

Name : _____

Current Address : _____

Phone : _____ ; E-mail: _____

In what school are you interning this semester? _____

School Phone: _____ Cooperating Teacher's Name: _____

What subject(s) do / will you teach? _____ Grade levels? _____

CONFIDENTIALITY POLICY

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 courses in CTSE:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (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 or stored documents such as word processor files stored in your computer.

Print name below ↓↓

I, _____, agree to adhere to the above Auburn University CTSE Confidentiality Policies.

Student Signature

Date

Witness Signature

Date

Assignments

1. Reflective Readings (30 points)

A. As the semester progresses and questions/needs arise among the class members, I will choose several relevant, recently published journal articles for whole class readings. You will be responsible for discussing aspects of the articles that were most relevant to you. Your discussion will take the format of Blackboard postings, and you will be responsible for posting by the date assigned by the instructor. (10 points)

Blackboard postings plus any additional postings as assigned during the semester.

B. In addition to your online reflections, you will create a visual to help you remember something from your readings or from your internship experience. Your visual should reflect something you want to remember in your future teaching career. You will prepare a visual/alternate representation of the information in a way that well represents it to the class and fellow teachers. After sharing your visual with the class you will add it to your classroom management portfolio. (10 points)

Visual due date: February 4

C. Becoming a professional means that you will often need to seek solutions to issues as they arise; the education world is full of surprises. In fact, you may find that you are the leader in addressing issues that are relevant to you and your colleagues. As you go through your internship experience, choose an issue about which you want to learn more. You will locate at least one journal article about your issue. Type a paragraph about the article, complete with bibliographic information to share with each class member. You will place a copy of your summary and article in your portfolio. (10 points)

Bibliographic information and article summary (one copy for each class member) due date: March 11

2. Classroom Observation and Tour Activity (30 points total): *Due February 18*

Part I (20 points)

Getting Started: As you observe your teacher's classroom, record briefly what interactions you observe and/or what you see the students doing. Use the following given questions to help guide your observations. Record the subject, topic of the lesson, and date of observation (no names please). Please type and single space all responses to questions with numbers and corresponding responses. Do not type these answers in paragraph form.

1. What do students do when they first enter the room?
2. What are the procedures for checking attendance?
3. What are the students doing while attendance is being taken?
4. What do students bring with them to the classroom?
5. How many students do not bring needed materials to the classroom and what does the teacher do when this happens?
6. Do any of the students appear to have disabilities or special needs that could affect their ability to do some activities/assignments? If so, state them.
7. Describe the transition from one activity to the next.
8. What do students do toward the end of the class period?
9. How are students dismissed at the end of the period?
10. In a brief interview with the teacher ask him or her to address the following questions and report the responses:

What standards are established by the teacher for pupil behavior when students are:

- a. Entering the classroom?
- b. Leaving the classroom? (ex. restroom or locker)
- c. Leaving their seats?
- d. Wanting to respond to a teacher question?
- e. Tardy?
- f. Making up missed work or late work?
- g. Talking at inappropriate times to another student?
- h. Off-task but not being disruptive?
- i. Disrupting the lesson?

11. Ask the teacher to describe his or her views and philosophies on teaching and classroom management. Briefly record the response.

12. Ask the teacher what management strategies are most effective for him or her and why? What strategies seem to be least effective and why? Briefly write the responses

Get permission from your teacher and/or principal to take a walking tour around your school, both inside and out (remember to have the permission of your teacher and wear your visitor's badge).

13. Who is in the halls during class time? Teachers? The Principal? Students? Do the students you find have hall passes? Where are they going? What are they doing?

14. Walk through the halls and look at the walls in the hallways. Are they used for displays of any kind? If so, is it student work? Commercially prepared displays? What subject matter is represented? Any announcements or bulletin boards? What is on them?

15. Visit the special education office or room. Is it an inviting place? Do you find it a safe place for special needs students to come for assistance? For teachers to come seeking help for their inclusion students?

16. Visit the counseling office. Is it an inviting place? Do you find it a safe place for students to come for counseling or help? For teachers to come to learn about their students?

17. On multiculturalism, how diverse is the student population. Are students of color under- or over-represented in remedial classes, programs for gifted and talented students, or in the upper or lower tracks? If so, why do you think this is so?

18. On rules and discipline, what are the school's rules and how is discipline handled? Is there a printed set of rules of conduct? Where are they found? What infractions are the most serious and what are the penalties? What is the frequency of infractions? Who is supposed to deal with each type of infraction? When should an infraction be handled entirely within the classroom? When and how should the principal or assistant principal be involved? When and how should parents be involved?

19. Can students come to the counseling office when they need to? Must they acquire a pass to come to this office? Do they come to this office for genuine and personal needs, or out of necessity?

20. On organization and schedule, what is the average class size and range of class sizes in the school? Does this differ by grade level or subject area? Why? What levels or different courses (and number) are offered in the subject area that you teach? What about "pull-out" programs for students? How many students are "pulled" out of a typical class for special help or services? Besides classroom teaching, what other duties are expected of teachers, and how are they assigned?

Part II (10 points): *Due February 18 (with Part I)*

In a 2 page single-spaced paper address the following questions:

- 1) What is your current thinking on appropriate classroom routines and procedures, and personal philosophy about teaching and student learning? How will you integrate your philosophy and role as intern with your teacher's philosophy?
- 2) What did you find most enlightening or meaningful from your walking tour?

Reference

Posner, G. J. (2000). *Field experience: A guide to reflective teaching*. New York:
Longman.

3. Outline for Classroom Management Plan (40 points):

Due April 29

Directions: This plan should make sense in the context of your internship placement – the only context that you have! Follow the essence of this template. Feel free to borrow much of what your cooperating teacher does, but also incorporate original thought based on your personal philosophy and reading. Make your plan in a “ready to use” format that you could distribute to students and parents. Also, be sure to make your plan a positive, ethical, and legal one – stating rules and procedures in “do’s” rather than “don’ts,” following due process, and maintaining professional ethics.

*Please note that the final grade for classroom management plans will also include periodic checks on progress during class time. Make sure that you bring all work completed on classroom management plans to each class. Failure to be prepared for these checks may result in point deduction from your final management plan grade.

*Please follow this rubric, and do not deviate from the format provided below. Plans should be neat, complete, and in a presentation-style notebook. The management plan should be the first section of your portfolio.

*Please observe all university academic honesty policies with regards to the development of your plans. This means that management plans must be unique and exhibit some degree of creativity of thought. Students are not to copy old management plans from prior classes or collaborate to the extent that management plans are seemingly identical. In the event that this happens, this may result in point and letter grade deductions for the course or ultimately not passing the course. Overall, plans that are creative, neat, more elaborate, detailed and organized are more likely to receive the maximum amount of points for each section of the rubric.

- Creative cover page and Parent / guardian and student cover letter (10 points) – Minimum 2 single-spaced pages. Welcome your students and parents by briefly introducing you, your course, and your discipline plan in one page: What are your expectations and plans for your students and what can students (and parents) expect from you? Be sure to list your 3-5 classroom rules and sequential disciplinary actions. Be sure to state how often you will communicate with parents on student progress 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. Make sure to 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. You must also include the method that you will use to contact parents for positive behavior or unacceptable behavior and how frequently you will do this. Please note that parents or guardians should be contacted for some type of positive behavior their child has exhibited in some form or fashion at the onset of each semester.
- Student policies and procedures (10 points) – Minimum 2 single-spaced pages. Describe in detail your student policies on tardies, leaving the classroom (esp. restroom), being unprepared for class, absences, make-up work, and late work. Also, discuss how you will reward students for consistent positive behavior, not just high academic achievement. Middle school interns should have more elaborate behavior management plans here.
- Assessment and feedback plans (5 points) – 1 page minimum. Describe in detail your grading system and percentage or point breakdown for categories of work (tests, quizzes, projects, classwork, etc.); what is your grading scale for letter grades? Consider how your percentage breakdown of categories composing your final grade reflects your thoughts on authentic assessment. Also include mock assignments and the credit for each assignment towards the student's final grade.
- Classroom procedures (10 points) – 1-2 pages single-spaced. Describe your classroom procedures for running your class from beginning to end of the period: from bellwork to dismissal; describe your procedures for the common activities and approaches that you routinely use in your classroom, including such things as seating assignment, bellwork, passing and checking of papers, use of textbook, monitoring students, cooperative grouping, use of videos, special projects, homework, and dismissal. Also attach a separate student personal inventory/information survey that you have developed.
- Room arrangement sketch (3 points) – 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? Please address all aspects of the room arrangement in a detailed paragraph. You must include a one-page single-spaced explanation of why you have chosen this arrangement
- Bibliography (2 points) – Include at least one text and one teacher source for ideas contained within your plan (minimum 2 sources).

References

- Conchas, Gilberto Q. (2006). *The color of success*. New York: Teachers College Press.
- Evertson, Carolyn M. & Weinstein, Carol S. (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah: Lawrence Erlbaum Associates, Publishers.
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