**CTSE 4200-004:** Managing Middle and High School Classrooms

**Co-requisite**: CTSE 4920/7920 Internship at secondary level

**Instructor:** **Class Sessions:**

Cory Callahan, Ph.D. Haley Center 2435

Office 5052 Haley Center Thursday 4:30 - 7:30

Phone 844.6891 (w)

524.4376 (h) **Office Hours**:

Email callacw@auburn.edu after class and by appointment

**Required Text:**

Wolfgang, C. H. (2008). *Solving Discipline and Classroom Management Problems: Methods and Models for Today’s Teachers*, Seventh Edition. Somerset, NJ: John Wiley & Sons, Inc.

**Required chapters:** (available on reserve in the LRC):

Clark, R. (2003). *The Essential 55: An award-winning educators rules for discovering the successful student in every child*. Hyperion, NY. Rule numbers 15, 16, 19, 22, 47, 48, 50, and 55.

Lortie, D. C. (2002). *Schoolteacher: A sociological study*. Chicago, IL: The University of Chicago Pres. pp.116-121.

Kuykendall, C. (2004). *From rage to hope” strategies for reclaiming Black and Hispanic students, Second Edition*. Solution Tree Press; Bloomington, IN. pp. 96-101.

Mester, C.S. & Tauber, R.T. (2009, January). Acting lessons for teachers: Using performance skills in the classroom. *Education Matters: A publication of the Association of American Educators Foundation.* pp. 2-5.

Thompson, J.G. (1998). Discipline survival kit for the secondary teacher. The center for applied research in education. New York. pp. 29-30, 71-85.

Wong, H. K. & Wong, R. T. (1991). *First Days of School.* Sunnyvale, CA: Harry K. Wong Publications. pp. 83-90 and 101-112.

**Course Description:**

This course is an introduction to best practices in managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for all students.

**Course Objectives:**

Students will acquire 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 interests, learning, and social development of your students while also meeting the needs of a diverse student population.
4. Become familiar with best practice on teacher expectations, teacher modeling, time-on-task, and student motivation.
5. Learn to analyze problem situations and select strategies to resolve or avoid them.
6. Describe legal and ethical considerations related to classroom management and discipline procedures.
7. Reflect on constructive feedback from the course instructor, cooperating teacher, and your peers, making changes in approach accordingly.
8. Model professional conduct with colleagues, students, parents, and the community.

**Course Requirements & Evaluation:**

Chapter Presentation 20 points

Classroom Management Observation 15 points

School Tour 15 points

Classroom Management Plan 30 points

Blackboard Postings/Email (Reading Reflections) 10 points

Professional Performance in all course activities (See Index) 10 points

**Requirement Descriptions:**

**Chapter Presentation**: You will be assigned a chapter from the Wolfgang text and be required to present the contents to the class. This is to be an orderly, engaging and informative detailed sharing of the material. Follow the *Guidelines for the Chapter Presentation*.

**Classroom Management Observation:** Follow the *Guidelines for Classroom Management Observation*. Remember to keep privacy considerations in mind as you are writing and in discussions.

**School Tour:** Again, follow the *Guidelines for School Tour*. Remember to keep privacy considerations in mind as you are writing and in discussions.

**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.

**Blackboard Postings (Reading Reflections):** There will be a reading reflection assigned virtually week we do not formally have a class meeting. Students are expected to read the assignment and post a reflection in Blackboard by the Thursday. See the *Schedule of Classes and Assignments* for exact due dates and times.

### Professional Performance: See index below

**Class Policy Statements:**

* 1. 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.
	2. Students are responsible for initiating arrangements for missed work.
	3. Students are expected to attend all scheduled classes and only documented excuses as outlined in the Tiger Cub are permissible without penalty. Students will lose five (5) points from their final course grade for each unexcused absence. After three (3) unexcused absences, students will be referred to the Office of Student Affairs to be withdrawn from the course.
	4. After-school commitments will only be accepted as excused absences if they are: 1) sought in advance of the missed class, 2) have proper documentation from cooperating teacher and university supervisor, and 3) have permission of the course instructor.
	5. Students are expected to arrive to class on time. Students will lose five (5) points from their final course grade for every three (3) tardies to class.
	6. 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.
	7. 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 Program for Students with Disabilities

1244 Haley Center

Auburn University, AL 36849

334-844-2096 PH

334-844-2099 FAX

haynemd@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.

* 1. Each student will be allowed to miss one class meeting without penalty. This miss can be your fall or spring break week in your school. However, you must still submit any required assignment on time or early in order to receive credit for it.
	2. 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.

**Professional Performance Index (PPI)**

9.3-10.0 A Exceptional organization and performance in all facets of the course.

9.0-9.2 A- Defines own standards beyond those established. Work reflects serious

 consideration of readings and shows substantial variety and significant

 creativity. Demonstrates ability to ask pertinent questions as well as

 answer them. Demonstrates holistic view of the subject and of high school

 students in instructional decisions. Significant leadership in contributing to

 consent of class sessions.

8.7-8.9 B+ Formulates useful questions. Shows creativity.

8.3-8.6 B Physically and mentally alert to standards. Places subject in context of

 content-specific courses. Answers questions independently.

8.0-8.2 B- Draws some parallels to other experiences and readings.

7.6-7.9 C+ Participates with cueing.

7.0-7.5 C Physically and mentally present. Passive acceptance of subject.

6.0-6.9 D Inability to understand or accept basic standards. Physically and/or mentally

 absent too often.

5.9 F Massive indifference to standards of professional behavior and scholarship.

### Schedule of Classes and Assignments: CTSE 4200–004; Spring 2010

|  |  |  |
| --- | --- | --- |
| **Class** | **Content Topics**  | **Assignments due for this class** |
|  |  |  |
| Class #1 Jan. 14 | * Syllabus, course requirements, informal personal vignettes, students complete **Confidentiality Forms**
* *Beliefs About Discipline Inventory*
* Assign Classroom Management Observation
 |  |
| Class #2 Jan. 21 | * Chapter 1 Presentation (Callahan)
* Sign-up for chapters
 | Read Chapter 1, titles of all other chapters **Classroom Management Observation Due**  |
| Jan. 28 |  | *Wong & Wong* Reflection/Response emailed or posted to Blackboard, by 11:59 p.m |
| Class #3Feb. 4 | * Chapter **Presentations** 2 and 3
* Discuss Behavior Analysis, Behavioral Analysis Models
* Assign the **School Tour**
 | Read Chapters 2 and 3 |
| Class #4Feb. 11  | * Chapter **Presentations** 4 and 5
* Discuss Tools for Teaching and Assertive Discipline
 | Read Chapters 4 and 5**School Tour Due** |
| Feb. 18 |  | *Mester & Tauber* Reflection/Response emailed or posted to Blackboard, by 11:59 p.m  |
| Class #5Feb. 25 | * Chapter **Presentations** 6 and 7
* Discuss Cooperative Discipline and Glasser’s Theory, et. al
 | Read Chapters 6 and 7 |
| Class #6Mar. 4 | * Chapter **Presentations** 8 and 9
* Discuss Love and Logic Discipline and Teacher Effectiveness
* **Assign Classroom Management Plan**
 | Read Chapters 8 and 9 |
| Mar. 11  |  | *Lortie* Reflection/Response emailed or posted to Blackboard, by 11:59 p.m |
| Auburn University Spring Break March 15-20, 2010  |
| Mar. 25 |  | *Thompson* Reflection/Response emailed or posted to Blackboard, by 11:59 p.m |
| Apr. 1 |  | *Kuykendall* Reflection/Response emailed or posted to Blackboard, by 11:59 p.m |
| Class #7Apr. 8 | * Chapter **Presentations** 10 and 12

 Discuss Discipline Prevention, Teacher Effectiveness | Read Chapters 10 and 12 Rough draft of **Classroom Management Plan due** for peer review |
|  Apr. 15 |  | *Clark* Reflection/Response emailed or posted to Blackboard, by 11:59 p.m |
| Class #8 Apr. 22 | * Chapter **Presentations** 13 and 14
* Discuss Judicious Discipline
* Discussion of professionalism, personal experiences, and anecdotal evidence
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| Class #9 Apr. 29 | * Chapter **Presentations** 17 and 18
* Discuss Discipline Prevention and The Diversity Learner
* Discussion of professionalism, personal experiences, and anecdotal evidence (continued)
 | Final Draft of **Classroom Management Plan Due**. |