

AUBURN UNIVERSITY SYLLABUS

1. Course Number: CTSE 4200
Course Title: Managing Middle and High School Classrooms
Credit Hours: 2 Semester hours Class meets 4:30-7:30pm R 2462/4 Haley Center (10 class meetings with online interactions)
Prerequisites: Admission to Teacher Education
Corequisites: CTSE 4920 or CTSE 7920

2. Date Syllabus Prepared: January 2006, Updated January 2011.

3. Texts or Major Resources:

Required textbook:

Jones, V., & Jones, L. (2007). *Comprehensive Classroom Management: Creating communities of support and solving problems*. Pearson Education, INC. 8th edition.

Additional Required Readings:

*Readings and articles will be disseminated or placed on reserve in the library or LRC. You are responsible for reading all materials prior to the class meetings and should be prepared to facilitate the group discussions on articles assigned. Lack of preparation and failure to have read assignments may result in point deductions from your final course grade. It is at the discretion of the instructor to determine if a student is unprepared and has not read the assigned readings. In the event that it is evident that the student has not read, for each occasion that the student is not prepared for discussions or group work assignments points may be deducted from the student's final actual earned grade.

*Please note this document is subject to minor amendments or revisions at the discretion of the instructor for the course.

4. Course Description:

Examine the role of the teacher in managing the classroom, methods for developing a positive learning environment, as well as managing middle and secondary classrooms through the integration of both theory and practice. This course will also raise critical issues towards 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 towards your being an effective teacher, as well as 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.

5. Course Objectives: To provide opportunities so that students will:

- A. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. **290-3-3-.04(2)(c)2.(iv)**
- B. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. **290-2-2-.04(2)(c)2.(v)**
- C. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. **290-3-3-.04(2)(c)4.(iv)**
- D. Knowledge of the impact of native language and linguistic background on language acquisition. **290-3-3.04(3)(c)1(ii)**
- E. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.. **290-3-3-.04(4)(c)2.(i)**
- F. 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(2)(c)2.(ii); 290-3-3-.04(2)(c)2.(iv); 290-3-3-.04 (2)(c) 3.(i)**
- G. Participate in strategies that can be used to enhance the interests, learning, and social development of their students. **290-3-3-.04 (2)(c)2.(v); 290-3-3-.04(3)(c)1.(ii); 290-3-3-.04(4)(c)2.(i)**
- H. Become familiar with current literature on teacher expectations, teacher modeling, classroom organization and management and student motivation **290-3-3-.04(2)(c)4.(iv); 290-3-3-.04(3)(c)1.(ii)**
- I. Analyze problem situations, select strategies for resolving the problems and procedures to evaluate effectiveness. **290-3-3-.04(2)(c)2.(iv)**
- J. Become familiar with legal/ethical considerations related to classroom management and discipline procedures. **290-3-3-.04(2)(c)2.(iv)**
- K. Be able to identify student behavior that may represent a threat to others in the school. **290-3-3-.04(2)(c)2.(iv)**
- L. Be able to use strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources. **290-3-3-.04 (2)(c)2.(v)**

6. Course Content and Schedule: 10 class meeting with online interactions

Please note that this class typically meets the first two weeks of class and then every other week until the last three weeks on Thursdays unless otherwise specified by the professor of the course or in the event that we have a guest speaker. Moreover, slight modifications are made due to Spring Break to ensure that students get the adequate number of class meeting dates. Also be mindful that there will be 4 unannounced quizzes on assigned readings and information discussed in class.

In addition class meeting times and dates may be subject to minor amendments at the discretion of the instructor in the event that a guest speaker can only attend on one of the weeks that we have not listed. You are still expected to be available for all class Thursday class meeting dates and times because online discussions and interactions may occur on the Thursday class meeting dates/or weeks not listed. Please be mindful that we may at some time move more quickly or slowly through the topics listed below so pacing and topics covered may also be subject to change

In addition, each class meeting will entail a discussion of a featured chapter from the assigned textbook or additional assigned readings. You are expected to have read the chapter or assigned articles and bring prepared notes to use in contributing to class discussion. You may be invited to lead the discussion.

01/13/11	Week 1	Organizing classrooms and materials
01/20/11	Week 2	Organizing classroom materials Establishing a classroom climate
02/03/11	Week 4	Choosing school rules and procedures Managing problem behaviors Classroom Observation Activity Due
02/17/11	Week 6	Developing rules and procedures Building relationships with students Reflective Reading #1 due Classroom management plans updates
03/03/11	Week 8	Developing rules and procedures Building relationships with students Classroom management plans updates
03/10/11	Week 9	Managing the classroom Reflective reading #2 due

Spring Break March 14-18, 2011 No Class (week 10)

03/24/11	Week 11	Building relationships Managing the classroom Communication skills for teachers (Guest speaker /tentative) Classroom management plans updates
04/07/11	Week 13	Managing and planning classroom activities Building a rapport with parents (Guest speaker/tentative) Reflective Reading #3 due
04/14/11	Week 14	School law concerns Managing problem behaviors
04/21/11	Week 15	Last day of Class Wrap up Reflecting reading #4 due Managing the classroom- <i>Classroom management plans due (No late plans)</i>

(Guest speaker/tentative)

04/27/11

Classes End

04/28-4/29/11

Reading Day

05/02/11-05/06/11

Final Exam Period**7. Course Requirements/Evaluation:**

- A. Attend and participate in all class sessions
- B. Complete mid-term and final exams
- C. Present a philosophy for classroom management.
- D. Complete additional 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 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. We may also designate small groups during the initial class session, and 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 completed other work requested and required

AssignmentsGeneral 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 assignments minimally completed

<80% one or more aspects of assignments missing or unacceptable

GradingGrading Scale:

A	92%-100%
B	80%-91%
C	70%-79%
D	60%-69%
F	<60%

Course Evaluation

Your final course grade will be based on the following:

Assignments

	<u>Points</u>
1. Reflective Readings and/or weekly assignments (4@5 points each)	20 points
2. Classroom Observation Activity	20 points
3. Classroom Management Plan	25 points
4. Quizzes (4 unannounced quizzes at 5 points each)	20 points
5. Final Exam	15 points

** Please note any incomplete assignments or assignments not typed in the proper format will not be accepted.

All submitted work should be typed and neatly arranged. NO creative margins. Please start all assignments at the top of the first page and put your name, assignment, and date on the very last page.

Description of major assignments

Assignments

*Please note that all assignments must be neatly typed in 12pt font and no creative margins. Place your name on the bottom of the last page of your assignment.

A. Reflective readings and assignments (4@ 5 points each) 20 points

Students will be provided specific assigned readings where they will be required to write a 2 page minimum (3 page maximum) reflection. Guiding questions will be provided with each assigned reading. Questions for each assigned reading are as follows and each question is worth 1 point.

1. Which three items surprised you the most about the assigned reading?
2. What did the piece tell you that you already knew?
3. What did the piece tell you that you did not already know?
4. What implications does this article have for teaching students?
5. What was the most memorable part of this piece/ or what impacted you the most in this reading?

B. 4 Unannounced quizzes on assigned readings and information discussed in class. (4@5points each) 20points

C. Classroom Management plan (25 points) See page 6

D. Final Exam (15 points) Exam period May 2-May 6, 2011

E. Classroom Observation Activity (Total 20points)

Part I (10oints)

Getting Started: As you observe your teacher's classroom, record briefly what interactions you observe and/or what you see the students doing in your notes or journal. You do not have to turn this in.

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 up all responses to questions below typed and single-spaced. Complete in list format (i.e. #1, #2, etc.) all of your responses. Please complete in the following format with numbers and corresponding responses. **Do not type up** in paragraph form or points will be deducted.

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 a 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 them to address the following questions and type of the responses to these questions:

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? Making up missed work or late work?
- f. Talking at inappropriate times to another student?
- g. Off-task but not being disruptive?
- h. Disrupting the lesson?

Part II (10 points)

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? (5points)
- 2) What you found most enlightening or meaningful from your walking tour. (5 points)

Please note that this assignment should be organized in the same format as listed above. You do not have to include the question but list the number for each response.

Reference

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

Classroom Management Plan – 25points

Outline/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.

Make sure to work diligently throughout the semester on your management plan. I will periodically conduct checks of your progress and will also check progress at midterm. Failure to have evidence of some work on the plan may result in point deductions from your actual final earned grade.

*Please follow this rubric and do not deviate from the format provided below. Plans should be neat, complete, bound with a spiral edge. Make sure that tabs are used to differentiate sections.

*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 no credit for the assignment. 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.

All plans should have a creative cover page. All sections of the plan should be neatly labeled and tabulated. Please use plastic covers for the plan and make sure all section is separated, properly labeled, and tabulated. All plans should be bound in a spiral edges.

Creative cover page and Parent / guardian and student cover letter (5 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 (5 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 have 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 (5 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 (5 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? 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. Sketch (3 points) neatness will determine the degree of credit you receive for the credit. Detailed paragraph (2 points).

A bibliography must be included and consist of at least one text and one teacher source for ideas included in your plan: 2 sources.

Points will be deducted if you do not include a bibliography with citations.

Please note that we will periodically discuss classroom management plans and students should be prepared and bring work completed on the management plans to all class meetings once we begin class. Periodic checks may be done on plans and failure to have

work completed may result in point deduction from the final management plan grade.

Please note that this document is subject to minor amendments or revisions at the discretion of the professor of this course

8. 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 and 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 may result in a five-point reduction from your final grade for each absence (these meetings are considered mandatory) if the absence is not for professional development and documentation must be provided.

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 may result in a 5 point deduction from your final grade. Moreover, late students may not be permitted to enter class until break.

*You are allotted one excused absence to attend a faculty meeting, PTA, or any other school related activity that might conflict with the classroom management 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.

Students are required to sign the roster for each class meeting. Failure to do this may result in being considered absent for the class.

*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. In the event that you are have an excused absence in accordance with AU's excused absence policy all assignments must be turned in no later than 3 days after the date you miss class. Preferably, unless you have a medical emergency make every effort to turn assignments in on 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. An assignment will be penalized 1 point from the overall assignment grade for each day the assignment is not turned in. Any assignments more than 3 days late (including weekends) will not be accepted.

Please note that some assignments may be designated to not be accepted late. NO late Classroom Management plans 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 4 unannounced quizzes at 5 points each.

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). Special accommodations will not be made in the absence of the proper documentation.

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