

CTEE 4190: CLASSROOM MANAGEMENT

Class Time: Thursday 1:20-3:10 pm
Class Location: Haley Center 2414
Credit Hours: 3 semester hours (2 lecture; 2 lab)
Prerequisites: Admission to Teacher Education
Co-requisites: CTEE 4030 or CTEE 4040

Instructor: Dr. Megan Burton
Office: Haley 5020
Office Hours: Monday & Tuesday by appointment only
Wednesday 1-3
Thursday 9:00-11:00
Telephone: 334-844-8141
E-mail: meb0042@auburn.edu

Required Text: Thompson, J. G. (2007). *The first-year teacher's survival guide*. (2nd ed.). San Francisco: Jossey-Bass.

Hardin, C.J. (2012) *Effective Classroom Management: Models and Strategies for Today's Classrooms*, (3rd ed.). Boston: Pearson.

Additional Information:

It is a requirement that you check canvas and your university email daily for possible announcements.

Course Description:

Through reading, discussion, and application in field placements, students will learn 'tested' classroom management approaches for new teachers, and effective strategies in reaching all students in multicultural K-6 classrooms. Products for classroom use will be created. The lab placement will be determined by the concurrent methods courses.

Course Objectives:

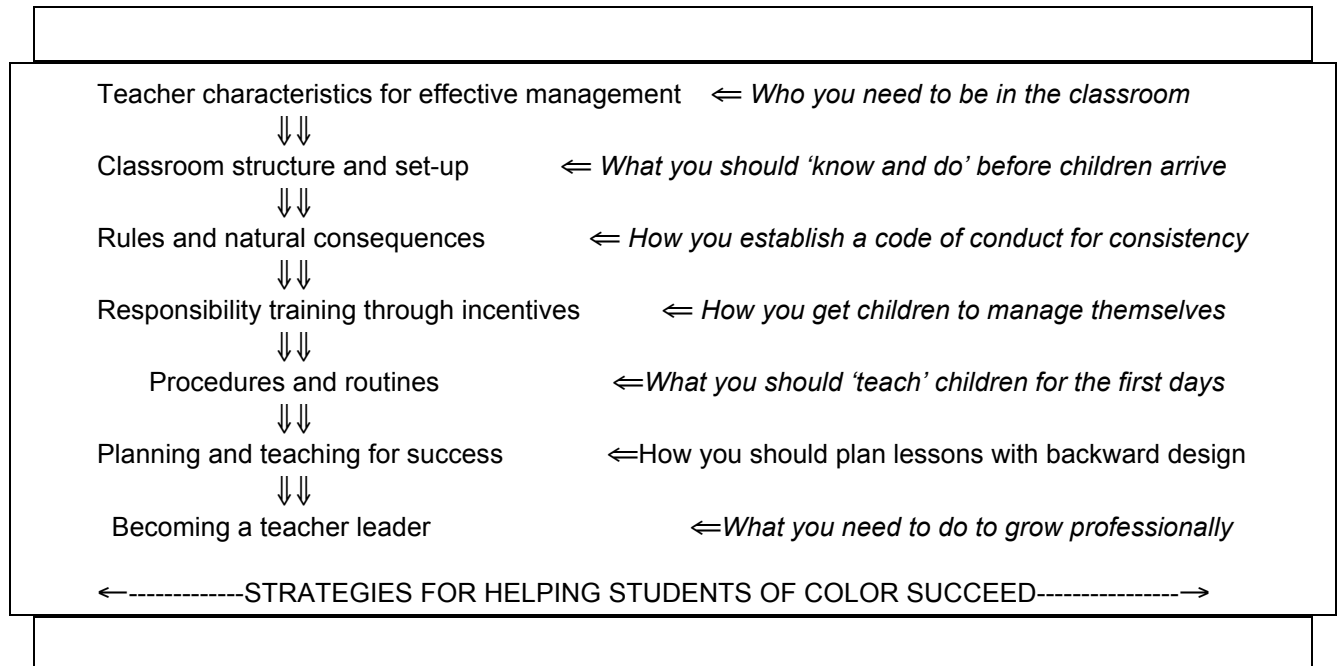
Upon completion of this course and lab experience, students will be able to:

1. Reflect on professionalism and personal dispositions for effectively instructing and managing children. **{Where I'm From Poem and Analysis Paper}**
2. Identify, describe, and implement effective teaching and management practices according to the course text and added elaboration from class exercises. **{Field Placement and Scenario Reflections}**
3. Develop classroom preparations, arrangements, procedures, and routines for ongoing effective classroom management. **{Classroom Management Plan}**
4. Create an individual and class-wide incentive system for children to self-manage their behavior. **{Classroom Management Plan}**
5. Outline simple classroom rules and natural consequences for typical crisis

behaviors, and discuss how to effectively implement them. {**Classroom Management Plan**}

6. Discuss and implement positive strategies for effectively reaching all children, especially children of color. {**Field Placement and Scenario Reflections**}

Course Flow-Chart (*Graphic Organizer*):



Course Assignments and Evaluation:

<u>100 points total:</u>	<u>Grading Scale:</u>
“Where I’m From” poem and reflection- 12 points	90-100 A
Weekly Homework Reading and Questions – 33 points (11 @3 pts.)	80-89 B
Project #1: Comprehensive Classroom Management Plan – 35 points	75-79 C
Project #2: Case Study Report – 20 points	70-74 D
	0-69 F

Assignments:

All written assignments must be typed and should adhere to Standard English usage and conventions. Assignments must be presented on time. Weekly homework assignments will not be accepted late. Many assignments will be submitted on Canvas. It is the student’s responsibility to ensure the assignment was submitted correctly and by the due date/ time even if submitted electronically. Project grades will be reduced by one letter grade for each day they are late without prior approval for up to three days.

Students must complete all projects with a passing grade in order to pass the course.

The reflective papers/projects, including the final case study reflective paper/project, will be given in lieu of a midterm and final exam.

Course Content and Schedule:

Week 1 (1/19) Developing Your Expertise & Being a Team Player

- Video 1: The Effective Teacher (32 minutes)
 - Course Overview
 - Read “Where I’m From” by George Ella Lyon Section
 - Homework: (1) **“Where I’m From”** assignment (10 points)
- (2) Read Section 2 & 3 Thompson- Complete Self-Assessment 2.2, 2.3 & Select a statement or point from each section that resonated with you. Be prepared to share why you selected each point and what it means to you within the context of the section.

Week 2 (1/26) Changing Views

- Discuss and share poems and discussion questions
 - What is Classroom Management?
 - Homework: (1) Read Chapter 1 Hardin. Answer two of the 3 questions from “Developing Your Personal Philosophy of Classroom Management” (1/2-1 page).
- (2) Read Section 4 Thompson Complete Self-Assessment 4.2 & Select a statement or point from each section that resonated with you. Be prepared to share why you selected each point and what it means to you within the context of the section.

Week 3 (2/2) Organization

- Share Organization strategies
- Video #3 Discipline and Procedures (36 minutes)
- Homework: (1) Read Section 6 & 7 Thompson Select a statement or point from each section that resonated with you. Be prepared to share why you selected each point and what it means to you within the context of the section and your experiences in the field.

Week 4 (2/9) Professionalism, Collegiality (*Temperament Styles*), and Connecting With Students

- Professional Temperament Style (Dr. Tripp)
- Strategies for connecting with students
- Homework: (1) Read Chapter 6 & 8 Hardin. Complete 2 of the activities/ questions at that end of each chapter (approximately 1 page per chapter). (2) Select a statement or point from each section that resonated with you. Be prepared to share why you selected each point and what it means to you within the context of the section and your experiences in the field.

Week 5 (2/16) Dignity & Community Building

- Morning Meeting
- Scenarios
- Homework (1) Read Chapter 7 Hardin. Complete 2 of the activities/ questions at that end of the chapter (approximately 1 page). (2) Select a statement or point from each section that resonated with you. Be prepared to share why you selected each point and what it means to you within the context of the section and your experiences in the field.

Week 6 (2/23) Discipline and the Individual

- Classroom rules and natural consequences (*Harry Wong video*)
- Scenarios and discuss Case Study assignment

- Homework: (1) select case study and find minimum of 3 articles to share related to these articles. Be prepared to share the issue and have the articles listed in APA format.
- 2) Read Chapter 9 Hardin- Complete 2 of the activities/ questions at that end of the chapter (approximately 1 page).

- Week 7 (3/1) The first day of school (*Harry Wong video*)
- Discuss various management scenarios and share case study topics
 - Homework: Read Section 9 Thompson Select a statement or point from that resonated with you. Be prepared to share why you selected ach point and what it means to you within the context of the section and your experiences in the field. Bring an alternative assessment (something beyond an essay or traditional test) to class. This may be self-created or may be something you find online or from a colleague. If it is not self-created, be sure to share reference information.
- Week 8- 3/8 Assessment
- Share Assessment
 - Homework: (1) **Case Study Report due on Canvas by 5pm on 3/9** (2) Chapter 10 Hardin Complete 2 of the activities/ questions at that end of the chapter (approximately 1 page).
- Week 9 -3/22 Putting the Pieces Together/ Problem Solving in the Profession
- Share and Discuss Case Studies
 - Homework: Read Chapter 11 Hardin Complete 2 of the activities/ questions at that end of the chapter (approximately 1 page).
- Week 10 -3/29 Student motivation – *Cooperative Learning*
- What is Differentiation? How to Implement it
 - Homework: Section 8 & 10 Thompson Select a statement or point from each section that resonated with you. Be prepared to share why you selected ach point and what it means to you within the context of the section and your experiences in the field.
- Week 11 -4/5 Effective instruction and learning styles – *Differentiation of Instruction*
- Planning and Implementing differentiated activities
 - Homework: Read Chapter 14 Hardin Complete 2 of the activities/ questions at that end of the chapter (approximately 1 page).
- Week 12 -4/12 Differentiation: Putting the Pieces Together
- Scenario an Problem Solving Class Meeting
 - Homework: Read Section 16 Thompson Select a statement or point from each section that resonated with you. Be prepared to share why you selected ach point and what it means to you within the context of the section and your experiences in the field.
- Week 13 -4/19 Setting Future Goals
- Discuss Readings
 - In groups discuss strengths and weaknesses of various scenarios and strategies.
 - Homework: Continue working on management plan

FINAL - Classroom Management Plan Due Project # 2

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 required at each class meeting. If a class is missed, late work will be accepted only for University-approved excuses as outlined in the Tiger Cub. Doctor's or other official excuse notes must be turned into the instructor no more than seven days after the absence, or it is unexcused. The instructor should be notified by email of any absence prior to the class meeting, or as soon as possible. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Students are expected to attend their lab placements in the co-requisite methods course. The school setting is required in order to complete the projects in this course. Failure to attend the lab placement will not count as an excuse for poor quality or work undone.

Five points will be deducted from the final grade for each unexcused absence from class. At two absences from class students will be required to meet in conference to be placed on an attendance contract in order to continue in the course. Expected dispositions and performance competencies in this professional program require students to meet attendance requirements. **After 3 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies to class will be counted as one unexcused absence. Leaving class early counts as a tardy.

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

Cell Phones: Students are expected to turn cell phones off or to vibrate during class and lab time. Texting is not permitted in class. If a student is texting during class, he/she will be asked to leave and will be counted absent for that class.

Name _____ Date _____

CTEE 4190: Where I'm From (12 points)

Inspired by a poem written by George Ella Lyon

<http://www.georgeellalyon.com/where.html>

Directions: Write your own poem that allows the class to better understand you and your experiences. Then write a brief (approximately 1 page) reflection on the strengths and struggles you might experience as a teacher, based on items shared in your poem.

Expectations	Score (2 pts each)
1. Attention to grammar and writing expectations	
2. Poem provides insight into the teacher candidate's experiences and background	
3. Reflection clearly connects to the poem	
4. Reflection shares strengths that can impact the role of a teacher	
5. Reflection shares weaknesses that can impact the role of the teacher	
6. Reflection is clear and well organized in a meaningful way	

Homework readings and questions – 33 Points (11 total @ 3 points each)

Throughout the course you will be assigned homework readings. Following your reading you will respond to questions and/or suggested activities that relate to these readings. Always be prepared to discuss in class.

Project #1: Classroom Management Plan – 35 points total

Directions: This plan should make sense in the context of your current and past field experiences in classrooms. Follow this template to build a positive classroom management system. Make your plan in a “ready to use” format for you as a teacher and that you could share with administrators and parents. Be sure to footnote and cite any work or ideas that you incorporate into your plan from another student, teacher, or the class. Also, be sure to make your plan a consistent, positive, ethical, and legal one – stating rules and procedures in “do’s” rather than “don’ts,” following due process, meeting ethical standards, and maintaining professional ethics (i.e. minimizing use of “purely” punishment).

(Required) Cover page (title, grade range, name, date)

(Required) Table of Contents – {one-page}

(4 points) Parent Letter and Information Form – {one-page each}

Welcome your parents by briefly introducing yourself, your positive expectations (or expectations statement), your contact information, and how you will ‘pro-actively’ communicate with parents. Consider mentioning: What special themed units or activities will take place? What are your special plans for your students and how can parents be involved? End your letter with a request for the parent to return the attached one-page information form: Parent contact information, special student information, volunteer options, other.

(6 points) First Day Lesson Plan – {two to four pages plus attachments}

Using a lesson plan format, put together a detailed lesson plan for the first day of school. Be very clear and specific on your procedures (what you will do) for the day’s activities. Make sure that some academic learning (and standards) are integrated. Attach and refer to any special activity that you will use. Include specific information on: Entering the classroom, bell work, assigning seats, introductions, general classroom rules, classroom chores, practicing important first day procedures and routines, ice-breaker activities, and pro-active communication with parents.

(6 points) Classroom Layout – {three sketch pages with descriptions; one resource list page}

Include at least three different ‘neat’ classroom sketches for your room arrangement and explanations for individual work, peer or partner work, and cooperative learning groups. Be sure to identify all desks, reading tables, teacher workstation, centers, computers, and any other important items (fixed or movable) in your classroom. Attach a list of the basic resources and materials found at each special center or area. Entitle each sketch and give a brief explanation for why it meets the needs of student work AND your proximity and ability to easily reach all students.

(3 points) Classroom Rules – {1/2 page}

List 3-5 general classroom rules for your students to follow as good citizens in your classroom. State the rules in positive terms. Discuss how you came up with these particular rules, why they are most important for children to follow, and if the students help in generating them.

(3 points) Step-Wise Consequences (Back-Up System) – {1/2 page}

List and explain your step-wise consequences for a student whose behavior is inappropriate and who cannot be re-directed using your normal management system.

Consider how your consequences and actions are in line with the school's discipline policy. Some teachers share a discipline policy or plan in one grade, one team, or one school. Also, consider that you must start with actions that have a *small expense* (private – in room) before moving to actions with *larger expenses* (public – outside of room) for the student and teacher alike.

(9 points) Classroom Procedures and Routines – {approximately 7-9 routines; 2-3 pages} Entitle and briefly describe the initial and most important procedures and routines that your children need to learn during the first week of school. Your list may vary depending upon your chosen grade. Here is a list of *some* of the most important ones: Starting the day and class, transitions between work or subjects, turning in homework/ class work, moving to centers or rotations, obtaining needed materials, moving in the hallway, lunch-time, recess, completing chores or assigned jobs, ending the day, bus routines, etc.

(4 points) Class Incentive Plan and PAT – {one page} Describe your class positive incentive plan and use of individual (for early finishers) and whole class PAT. How will you implement it to obtain or gain time for PAT? How will you explain it to students? How and when will you use it? Also, describe your choice of PAT (or possible PATs) for your students and how often they will occur. Be mindful of the age-group that you are teaching to know how often to have PAT – e.g., frequently each day for younger children.

{Optional:} Describe any additional Reward Plan that you will have in place: What is the reward? How and when will children earn the reward? How do they re-earn the reward if it is lost?}

Project #2: A Case Study of a Classroom Management Issue – 20 points

Purpose:

To learn more about cases in classrooms on the issue of classroom management and discipline, and related educational research that can help your understanding and potential intervention strategies.

Introduction:

A **case study** in teacher education is the study of one particular case, person(s), situation, or issue in the classroom that is important for us to better understand because of its complexity, need for attention, and/or usefulness to help improve knowledge and practice. Case studies of real classroom situations and difficulties have the potential for eliciting deep reflection, thought, and dialogue that can lead to change in practice and beliefs about teaching and learning. Classroom cases typically have no simple answers or solutions, thus requiring additional attention and study.

Assignment:

You will choose a particular 'real' classroom case that centers on the issue of classroom management and discipline in your past methods placement that you think needed additional attention for some change or better outcome. You can NOT choose any case that involves a student who is classified as special education or with a 504 Plan – e.g., ADD, visual disability, behavior disorder, other. You will make your choice based on past experiences from your experiences in the classroom. Your case study should NOT be a situation where you think the classroom teacher was the direct cause of the issue or problem. The steps you will take to complete this project are:

1. (4 points) Identify and describe the case for study – define and describe it and the issue or difficulty it poses using as much detail and examples as possible without identifying any school or person(s) by real names – **Use pseudonyms to protect anonymity and confidentiality** – ½ - 1 page, 1.5 spacing, 1-inch margins

2. (3 points) Search for related educational articles, practitioner and research-based, that shed some light and understanding on this same or related issue or problem. Use the **ERIC search** data-base of our library to locate the best educational articles that are research-based. Reference your source findings using *American Psychological Association* (APA) format – Minimum of 3 articles that each must contain research references and citations

Example article reference in APA format –

Smith, J. & Jones, M. (2006). Co-teaching in a science classroom. *Teacher Education Quarterly*, 23, 325-334.

3. (6 points) Summarize in your own words what you have learned from each article (2 pts. each). Be sure to entitle your summary and refer directly to the article read. Use only articles that discuss enough information that directly relates to your case. – One paragraph for each article

4. (7 points) Write up your case analysis based on your research and further thinking of your case. Relate your pertinent research findings to your case: Which findings directly relate to your case and could impact it? Explain. (2 pts.) How has your thinking changed

now about this issue? (2 pts.) What new approach or potential solution would you propose now, and how would it be different from your current practice? (3 pts.) – One-two pages, 1.5 spacing, 1-inch margins

Be sure to neatly put your four pieces (above) of your written case study together to form a seamless document. Place a cover sheet on your document with your **case title, your name, and CTEE 4190**. Also, create a **table of contents** for your document. Remember not to use any real names for your school, teacher, or students – **Use pseudonyms wherever you mention proper names.**