**CTEE 4190 B2 – Classroom Management**

**Spring 2012 Course Syllabus**

**Class Time:** Tuesday, 12:00-1:50

**Class Location:** Haley Center 2467

**Credit Hours:** 3 hours

**Prerequisite** Admission to Teacher Education

**Co-requisites**: CTEE 4010 and CTEE 4020

**Instructor:** Mrs. Marcia A. Webb

**Office:** Haley Center 5056

**Office Hours:** Tuesday: 9:00-12:00, Wednesday: 1:00-4:00,

and by appointment

**Telephone**: 844-7391

**Email:** mawebb@auburn.edu

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

Hardin, C.J. (2012) [*Effective Classroom Management: Models and Strategies for Today’s Classrooms,* (3rd ed.).](http://instructors.coursesmart.com/effective-classroom-management-models-and/carlette-jackson-hardin/dp/9780137061761) 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. **{Field Placement and Scenario Reflections}**

**Course Flow-Chart *(Graphic Organizer)*:**

Teacher characteristics for effective management ⇐ *Who you need to be in the classroom*

⇓⇓

Classroom structure and set-up ⇐ *What you should ‘know and do’ before children arrive*

⇓⇓

Rules and natural consequences ⇐ *How you establish a code of conduct for consistency*

⇓⇓

Responsibility training through incentives ⇐ *How you get children to manage themselves*

⇓⇓

Procedures and routines ⇐*What you should ‘teach’ children for the first days*

⇓⇓

Planning and teaching for success ⇐How you should plan lessons with backward design

⇓⇓

Becoming a teacher leader ⇐*What you need to do to grow professionally*

**Course Assignments and Evaluation:**

|  |  |
| --- | --- |
| 100 points total:  “Where I’m From” poem and reflection- 15 points  Weekly Homework Reading and Activities– 40 points (8 @ 5 pts.)  Curriculum Compacting Lesson Plan – 10 points  Tier Lesson Plan – 10 points  Differentiation Learning Style/Interest Lesson Plan – 10 points  Electronic Lesson Plan (Renzulli Learning) – 10 points  Chapter Presentation – 20 points  Substitute Folder – 10 points  Project #1: Comprehensive Classroom Management Plan – 35 points  Project #2: Case Study Report – 20 points  Lab – 25 points | Grading Scale:  180-200 A  160-179 B  140-159 C  120-139 D  0-138 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 (1/10) **Class Orientation**

Wong 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 (15 points)

Week 2 (1/17) **Differentiation**

Discuss and share poems and discussion questions

What is Classroom Management?

**Homework**: (1) Read Chapter 1 Hardin. Complete one of the activities at the end of

the chapter. Upload into Canvas

Week 3 **(1/26*)*\*\*\*Field Trip in Methods Course – Class will meet Thursday LRC Computer Lab\*\*\***

Complete Discussion on Differentiation

Group for Differentiation Renzulli students

**Homework:** Create an electronic lesson; copy and paste into word document and

Upload into Canvas

Week 4 (1/31) **Working Class – No Class Meeting**

**Homework:** Create a Tier Lesson Plan and submit into Canvas. Work on

classroom layouts.

Week 5 (2/7) **Professional Educator**

Wong Video #7: Professional Educator

Presentation of Sessions 1 &2

**Homework** : Read Chapter 7 in Hardin and complete one activity at the

end of the chapter and upload it into Canvas. Work on parent letter.

Week 6 (2/14) **Team Player and Organization**

Wong Video #4: Procedures and Routines

Presentation of Sessions 3&4

**Homework:** Read Chapter 14 in Hardin and complete one of the activities at the end

of the chapter and upload it into Canvas

Week 7 (2/21) **Working Class – No Class Meeting**

**Homework:** Work on Substitute Folder and upload into Canvas

Week 8- (2/28) **First Day**

Wong Video #2: First Day of School

Presentation of Sessions 5 & 6

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Week 9 – (3/6) **Lesson Mastery**

Wong Video #6: Lesson Mastery

Presentation of Sessions 7 & 8

**Homework:** (1) **Case Study Report due on Canvas by 5pm on 3/7**

**\*\*\*\*\*\*\*SPRING BREAK\*\*\*\*\*\*\* (3/ 13)**

Week 10 –(3/20) **Motivation and Assessment**

Presentation of Sessions 9 &10

**Homework:** Read Hardin Chapters 6 & 8. Complete one activity at the end of

each chapter and upload into Canvas.

Week 11 –(3/27) **Work Smarter not Harder**

Wong video #5: Cooperative Learning

Presentation of Sessions 11 & 12

**Homework:** Read chapter 9 in Hardin and complete one of the activities at the

end of the chapter and upload it into Canvas.

Week 12–(4/3) **Intervention**

Wong Video #3: Discipline and Procedures

Presentation of Sessions 13 & 14

**Homework:** Read Chapter 11 in Hardin and complete one activity at the end of

the chapter and upload into Canvas.

Week 13 –(4/10) **Behavior Problems and Diversity**

Wong Video #8: Positive Expectations

Presentation of Sessions 15 & 16 & 17

**Homework**: Create a lesson plan using differentiation according to learning styles or

interests and upload it into Canvas. Work on PAT.

Week 14 –(4/17). **Personality Colors – Dr. Tripp**

**Homework:** Create a lesson plan for curriculum compacting and upload it into

Canvas.

Week 15 – (4/24) **Classroom Management Hodge-Podge**

**(4/26) FINAL** - Classroom Management Plan Due Project # 2

**(This schedule is Tentative and Subject to Change)**

**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.

**Rubric for “ Where I’m From”**

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  7. Overall Professional Writing (3 points) |  |

**Homework readings and activities – 40 Points (10 total @ 5 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.

**Chapter Presentation – 20 Points**

Present to the class a section from the *The First –Year Teacher’s Survival Guide.* Include important information, handouts, aha moments, etc. during a ten minute presentation.

**Curriculum Compacting – 10 Points**

Create a curriculum compacting lesson plan for one student on a subject of your choice. Be sure to include the pretest that validates the skills have already been master on the concept that is going to be taught.

**Tier Lesson Plan – 10 Points**

Create a tier lesson plan for 3 different ability levels on a subject of your choice.

**Learning Style/Interest Lesson Plan – 10 Points**

Create a lesson plan using learning styles or interest areas of individual students in an area of academics of your choice.

**Electronic Lesson Plan – 10 Points**

Create a lesson plan and submit it to students electronically (Renzulli Learning)

**Substitute Folder**

Create a folder for a substitute to use for one day. Be sure to include information that a substitute may need during that day.**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). Coteaching 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.**

**This is a tentative syllabus and may be changed or altered by the instructor at any time during the class term.**