

AUBURN UNIVERSITY SYLLABUS

Course Number: CTSE 4200-002

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: Kimberly Jones

Ksj0008@auburn.edu

334-559-2140 (cell)

Office: Haley ????

Office Hours: Wednesday 5:00-5:30; Thursday 5:00-5:30, also available by appointment

Date Syllabus Prepared: January 2012, revised from January 2011, December 2009, August 2009 and January 2009 syllabi and Susan Piper's syllabus with revisions January 2006, January 2008. Reflective Journal modified from information from Dr. Carey Andrzejewski and Dr. Alyson Whyte.

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>
01/12	Course Introduction/Internship Requirements Bring Student Information Sheet to Class What is Classroom Management?
01/19	Organizing the classroom and materials Examining our biases
01/26	Choosing school and classroom rules and procedures/grading Building rapport Bring sample Reflective Journal Entry to class Blackboard Post / Rapport Building
02/02	Choosing school and classroom rules and procedures / via Blackboard Blackboard Discussion / Developing and Implementing Rules/Procedures Blackboard Post/ Reflection: What type of student was I? Blackboard Post / Reflection: The Good Kids
02/09	Managing student work and grading/via Blackboard Blackboard Discussion/ Grading Policies and Procedures Blackboard Post / Reflection: Rebels Blackboard Post/ Reflection: Misfits
02/16	Understanding Poverty Bring "visual" assignment to class Blackboard Post / Reflection: Royalty Blackboard Post / Reflection: Syllabus or No Syllabus?
02/23	Planning classroom activities Administrators, Understanding their Perspectives Classroom Observation and Tour Activity due (Part I and Part II)
03/01	Student accommodations

	Blackboard Discussion/ IEP and FBA Accommodations
	Blackboard Post / Reflection: Manipulators
	Blackboard Post / Reflection: Victims
03/8	Case studies of successful classroom activities
	"Issues" assignment due. Bring copy of bibliographic information and annotation for each class member.
03/22	School and classroom climate / via Blackboard
	Blackboard Discussion/ Climate
	Blackboard Post / Reflection: The Extraordinary
03/29	Communication skills for teaching/ via Blackboard
	Blackboard Post/ Reflection: The Angry
04/05	Documentation forms
	Blackboard Post/ Reflection: Invisibles
04/12	Managing problem behaviors / via Blackboard
	Blackboard Discussion/ Strategies for problem behaviors
	Blackboard Post / Reflection: Perfectionists
04/19	Closing out the school year
	Reflective Journals 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:

Assignments

1. Reflective readings and assignments
2. Classroom observation and tour activity
3. Reflective Journal

Points

30 points
 30 points
 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 any time. 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 16

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 a classroom management issue about which you want to learn more.

You will locate at least two journal articles about your issue. Type a paragraph about the articles, complete with bibliographic information to share with each class member. You will place a copy of your summaries and articles in your portfolio. (10 points)

Bibliographic information and article summaries (one copy for each class member) due date: March 9

2. Classroom Observation and Tour Activity (30 points total): Due February 23

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 23 (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. The Reflective Journal (40 points): Due April 19

The reflective journal will be a place for you to document your methodological learning—What have you come to understand about classroom management and yourself as a teacher? I encourage you to make notes here about your experiences before, during, and after each phase of your internship. You may also record responses to class sessions and readings here.

Feel free to use a personal tone; after all, this is about you (see Appendix A for more guidelines.). Please note, however, that your journal should be / do more than rehash class and document your notes. You should complete at least one entry per week. The entries should be thorough and clearly evidence self-reflection.

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.

Froyer, Len A. & Iverson, Annette M. (1999). *Schoolwide and classroom management: The reflective educator-leader*. Columbus: Merrill.

- Galloway, David. (1976). *Case studies in classroom management*. London: Longman Group Unlimited.
- 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.
- Hardin, Charlette Jackson. (2004). *Effective classroom management: Models and strategies for today's classrooms*. Columbus: Pearson.
- Haydn, Terry. (2007). *Managing pupil behavior: Key issues in teaching and learning*. New York: Routledge.
- Jackson, Lewis & Veeneman Panyan, Marion. (2002). *Positive behavioral support in the classroom: Principles and practices*. Baltimore: Paul H. Brookes Publishing Co.
- Jones, Fred. (2007). *Tools for teaching*. Santa Cruz, CA: F.H. Jones & Associates.
- Jones, Vern & Jones, Louise. (2007). *Comprehensive classroom management: Creating communities of support and solving problems*. Boston: Pearson.
- Kampwirth, Thomas J. (2006). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems*. Columbus: Pearson.
- Kerr, Mary Margaret & Nelson, C. Michael. (2006). *Strategies for addressing behavior in the classroom*. Columbus: Pearson.
- Ladson-Billings, Gloria. (1994). *The Dreamkeepers: Successful teachers of african-american children*. San Francisco: Jossey-Bass.
- Levin, James & Nolan, James F. (2007). *Principles of classroom management: A professional decision-making model*. Boston: Pearson.
- Orange, Carolyn. (2005). *Forty-four smart strategies for avoiding classroom mistakes*. Thousand Oaks: Corwin Press.
- Parsons, Les. (2003). *The classroom troubleshooter*. Ontario: Pembroke Publishers.
- Partin, Ronald L. (2005). *Classroom teacher's survival guide: Practical strategies, management techniques, and reproducibles for new and experienced teachers*. San Francisco: Jossey-Bass.
- Payne, Ruby. (2005). *A framework for understanding poverty*. Highlands, TX: a-ha! Process, Inc.
- Turnbull, Jacquie. (2007). *Nine habits of highly effective teachers: A practical guide to empowerment*. New York: Continuum International Publishing Group.
- Waterman, Sheryn Spencer. (2007). *The democratic differentiated classroom*. Larchmont: Eye on Education. Waterman, Sheryn Spencer. (2006). *The four most baffling challenges for teachers – and how to solve them*. Larchmont: Eye on Education.
- Whelan Ariza, Eileen N. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Boston: Pearson.
- Wong, Harry. (1991). *The first days of school: How to be an effective teacher*. Sunnysdale, CA: Harry Wong Publications.

Appendix A

Hallmarks of High Quality Reflective Journals

Entries in your reflective journal should document your substantive thinking about one or more of the following questions. Try to focus on each of the questions at some point during the semester.

- ☐ What have I learned about classroom management?
- ☐ Who am I becoming as a teacher? Who do I want to be as a teacher?
- ☐ What is the nature of “my particular pair of spectacles”? How do I see the world in unique ways? How do my views, my lenses, my biases, and my assumptions shape what I can, and cannot, see in my classroom? How do they shape the lessons I teach, the conclusions I reach about my teaching, the way I relate to my students, and the ways I discipline my students?
- ☐ What sense am I making of the class readings? ... the internship experiences? ... the class experiences?
- ☐ How are my readings, internship, and class experiences related?
- ☐ In what ways am I building skills as a classroom manager? What has gone well? What mistakes have I made in my internship? What will I do differently in my own classroom? Why?
- ☐ How is my sense of my own classroom management style evolving? How are my ideas for being an effective teacher evolving?

There are also five criteria that can be used to assess the degree to which reflective practice is productive.

I will assess your journals based on the degree to which your writing meets these criteria. They are as follows:

1. Specificity and Clarity: Does the reflective writing draw on specific language and terminology rather than broad, vague terms? Does it clearly communicate a message, epiphany, discovery, concern, or question?

2. Accuracy: Does the reflective writing refer to concepts in classroom management in ways that demonstrate accurate, or evolving, understanding? Does the reflective writing include appropriate, if informal, citations where the thoughts, ideas, and words of others have been used?

3. Synthesis: Does the reflective writing provide evidence that you have drawn on more than one source of information (reading, internship experience, class experience, etc.) to reveal deep thinking about classroom management?

4. Self-Focus: Does the reflective writing include substantive statements about your learning and experiences? After all, reflection is ultimately about *you*.

5. Future-Focus: Does the reflective writing include specific statements about your possible future practice as a teacher?

- Davis, E. A. (2006). Characterizing productive reflection among preservice elementary teachers: Seeing what matters. *Teaching and Teacher Education*, 22(3), 281-301.
- Based on guidelines developed by Dr. Heather A. Davis and Dr. Carey Andrzejewski