

CTSE 4200-003: Managing Middle and High School Classrooms
CO-REQUISITE: CTSE 4920/7920 Internship at secondary level

INSTRUCTOR:

Cory Callahan, Ph.D.
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CLASS SESSIONS:

Haley Center 2435
Thursday 4:30 - 7:30

OFFICE HOURS:

after class and by appointment

REQUIRED TEXT:

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

REQUIRED CHAPTERS: (these texts are available on reserve in the LRC):

- Clark, R. (2003). *The Essential 55: An award-winning educators rules for discovering the successful student in every child*. Hyperion, NY. Rule numbers 15, 16, 19, 22, 47, 48, 50, and 55.
- Lortie, D. C. (2002). *Schoolteacher: A sociological study*. Chicago, IL: The University of Chicago Press. pp.116-121.
- Kuykendall, C. (2004). *From rage to hope" strategies for reclaiming Black and Hispanic students, Second Edition*. Solution Tree Press; Bloomington, IN. pp. 96-101.
- Mester, C.S. & Tauber, R.T. (2009, January). Acting lessons for teachers: Using performance skills in the classroom. *Education Matters: A publication of the Association of American Educators Foundation*. pp. 2-5.
- Thompson, J.G. (1998). *Discipline survival kit for the secondary teacher. The center for applied research in education*. New York. pp. 29-30, 71-85.
- Wong, H. K. & Wong, R. T. (1991). *First Days of School*. Sunnyvale, CA: Harry K. Wong Publications. pp. 83-90 and 101-112.

COURSE DESCRIPTION:

This course introduces students to (and hopefully models) best practices in managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for *all* students.

COURSE OBJECTIVES:

At the end of this course, students will have acquired the following experiences, skills, and dispositions:

1. Participate in classroom activities that involve you in observing, describing and analyzing classroom behavior and approaches to classroom management that will assist you in developing your own personal management approach.
2. Develop a comprehensive classroom management plan that includes rules, routines, procedures, and classroom set-up for governing a typical day in your classroom; consideration of special circumstances that occur in classrooms; and considers issues of equity for students with disabilities; as well as other considerations necessary for an effective classroom management plan.
3. Share positive management and discipline strategies that will enhance the interests, learning, and social development of your students while also meeting the needs of a diverse student population.
4. Become familiar with best practice on teacher expectations, teacher modeling, time-on-task, and student motivation.
5. Learn to analyze problem situations and select strategies to resolve or avoid them.
6. Describe legal and ethical considerations related to classroom management and discipline procedures.

7. Reflect on constructive feedback from the course instructor, cooperating teacher, and your peers, making changes in approach accordingly.
8. Model professional conduct with colleagues, students, parents, and the community.

Course Requirements	Points Possible	Your Score				
Classroom Management Observation	15	/15				
School Tour	15	/ 15				
Reading Quizzes (5)	10	/2	/2	/2	/2	/2
Email Reading Reflections (5)	10	/2	/2	/2	/2	/2
Chapter Presentation	20	/20				
Classroom Management Plan	20	/20				
Professional Performance in all activities (see Index)	10	/10				

REQUIREMENT DESCRIPTIONS:

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

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

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

Classroom Management Plan: Follow the *Guidelines for the Classroom Management Plan*. See the Schedule of Classes and Assignments for the exact due dates and times for each portion of the Classroom Management Plan and for the final draft of the entire plan.

Reading Quizzes: There will be a reading quiz virtually week we have a class meeting on-campus. Students are expected to have read the chapter(s) to be presented each respective week. See the *Schedule of Classes and Assignments* for exact due dates and chapters.

Online Postings/Email (Reading Reflections): There will be a reading reflection assigned virtually week we do not formally have a class meeting. Students are expected to read the assignment and email or post an online reflection by the specific date: please include the authors' names in the Subject Line of the email. See the *Schedule of Classes and Assignments* for exact due dates and times.

Professional Performance: See index below

CLASS POLICY STATEMENTS:

- A. Students are expected to participate in all class discussions and participate in all activities and written exercises. It is the students' responsibility to contact the instructor if assignment deadlines are not met.
- B. Students are responsible for initiating arrangements for missed work.
- C. Students are expected to attend all scheduled classes and act in accord with the Auburn University Code of Student Discipline: <https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf> After three (3) unexcused absences, students will be referred to the Office of Student Affairs to be withdrawn from the course.

- D. After-school commitments will only be accepted as excused absences if they are: 1) sought in advance of the missed class, 2) have proper documentation from cooperating teacher and university supervisor, and 3) have permission of the course instructor.
- E. Students are expected to arrive to class on time. Students may lose up to three (3) points from their final course grade for every three (3) tardies to class.
- F. Auburn University expects students to pursue their academic work with honesty and integrity. Violations of the Student Academic Honesty Code and potential sanctions are detailed under Title XII of the SGA Code of Laws: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>
- G. Auburn University is committed to providing accommodations and services to students with disabilities. Students who need special accommodations should arrange a meeting with me as soon as possible. If you do not have an Accommodation Memo but need accommodations, refer to <https://fp.auburn.edu/disability> and contact: The Program for Students with Disabilities, 1228 Haley Center, Auburn University, AL 36849, 334-844-2096
- H. Each student will be allowed to miss one class meeting without penalty. This miss can be your fall or spring break week in your school. However, you must still submit any required assignment on time or early in order to receive credit for it.
- I. The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:
 - 1. All discussion about a student should be conducted with the teacher or university supervisor.
 - 2. Discussion should be conducted in private. (Be aware of listeners in all settings.)
 - 3. You should not discuss students with other parents, agencies, or other students.
 - 4. Limit discussion to those involved with your assignment.
 - 5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
 - 6. Do not violate any of the above guidelines in electronic communications or social media such as e-mail, Facebook, Twitter, discussion boards, or stored documents such as word processor files stored in your computer.

Professional Performance Index (PPI)

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| 9.0-10.0 | A | Exceptional organization and performance in all facets of the course. Defines own standards beyond those established. Work reflects serious consideration of readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. |
| 8.0-8.9 | B | Formulates useful questions. Shows creativity. Physically and mentally alert to standards. Places subject in context of content-specific courses. Answers questions independently. Draws some parallels to other experiences and readings. |
| 7.0-7.9 | C | Participates with cueing. Physically and mentally present. Passive acceptance of subject. Sometimes physically and/or mentally absent (e.g., Laptop, SmartPhone, Cellphone) |
| 6.0-6.9 | D | Inability to understand or accept basic standards. Often physically and/or mentally absent (e.g., Laptop, SmartPhone, Cellphone) |
| 5.0 | F | Massive indifference to standards of professional behavior and scholarship. |

Tentative Schedule of Classes and Assignments: CTSE 4200-003, Spring 2012

Class	Content Topics	Assignments due for this class
Class #1 Jan. 12	<ul style="list-style-type: none"> ▪ Syllabus, course requirements, informal personal vignettes, students complete Confidentiality Forms ▪ <i>Beliefs About Discipline Inventory?</i> 	
Class #2 Jan. 19	<ul style="list-style-type: none"> ▪ Chapter Presentation 1 (Dr. Callahan) Behavior Continuum ▪ Assign Classroom Management Observation ▪ Sign-up for chapter presentations 	Read Chapter 1 Read titles of all <i>Wolfgang</i> chapters
Class #3 Jan. 26	<ul style="list-style-type: none"> ▪ Chapter Presentations 4, 7, and 14 Tools for Teaching Glasser's Theory, et. al. Teaching pro-social skills ▪ Assign the School Tour 	Read Chapters 4, 7, and 14— Reading quiz Classroom Management Observation Due
Feb. 2		<i>Wong & Wong</i> Reflection/Response by 11:59 p.m
Class #4 Feb. 9	<ul style="list-style-type: none"> ▪ Chapter Presentations 3, 8, and 13 Behavior Analysis Models Love and Logic Discipline Judicious Discipline 	Read Chapters 3, 8, 13— Reading quiz School Tour Due
Class # 5 Feb. 16	<ul style="list-style-type: none"> ▪ Chapter Presentations 10 and 17 Teacher Effectiveness Discipline Prevention 	Read Chapters 10 and 17— Reading quiz
Feb. 23		<i>Mester & Tauber</i> Reflection/Response by 11:59 p.m
Class #6 Mar. 1	<ul style="list-style-type: none"> ▪ Chapter Presentations 18 and 11 The Diversity Learner Designing your own Model ▪ Assign Classroom Management Plan 	Read Chapters 18 and 11— Reading quiz
Mar. 8		<i>Clark</i> Reflection/Response by 11:59 p.m
<i>Auburn University Spring Break March 12-16</i>		

Mar. 22		<i>Kuykendall</i> Reflection/Response by 11:59 p.m
Class #7 Mar. 29	▪ No Chapter Presentations	ROUGH DRAFT of Classroom Management Plan due for peer review
Class #8 Apr. 5	▪ Chapter Presentations 5 and 9 Assertive Discipline Discipline with Dignity	Read Chapters 5 and 9— Reading quiz
Apr. 12		<i>Lortie</i> Reflection/Response by 11:59 p.m
Class #9 Apr. 19	▪ Chapter Presentations 15 and 16 Bullying prevention Managing Violent Assaults	Read Chapters 15 and 16 FINAL DRAFT of Classroom Management Plan Due
<i>Auburn University Study/Reading Days Apr. 26-27</i>		
<div> <div>Apr. 30-May 4 May 6, 7</div> <div>Final Exam Period Commencement</div> <div>(Mon-Fri) (Sun, Mon)</div> </div>		