

CTSE 5233/6236 Syllabus

Instructor Information

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Class Meetings

Haley 2456
Wednesday, 6:00-7:30 PM
(10 class meeting to be arranged throughout the semester)

1. **Course Number:** CTSE 5233/6236
Course Title: Managing Middle and High School Classrooms (Mathematics Education)
Credit Hours: 1 Semester Hour
Prerequisites: Admission to Teacher Education; **Corequisites:** CTSE 4920 or CTSE 7920
2. **Date Syllabus Prepared:** January 2006, Revised January 2015.
3. **Texts or Major Resources:**
Johnson, D. R. (1982). *Every minute counts: Making your math classroom work*. Parsippany, NJ: Dale Seymore Publications.
Additional readings as assigned.
4. **Course Description:** The role of the mathematics teacher in classroom management. Methods for developing a positive learning environment that supports mathematics learning.
5. **Course Objectives:** To provide opportunities so that students will:
 - A. Develop classroom procedures, rules, organization, and behavioral regimens to support an effective classroom climate for learning mathematics.
 - B. Consider the diverse needs and interests of students to better support their mathematics learning.
 - C. Learn how to work effectively with other stakeholders to promote student success in mathematics.
 - D. Begin a trajectory of professional growth and goal setting leading to success as a beginning mathematics teacher.
6. **Course Content and Schedule:**
Each class meeting will include a discussion of assigned readings. You are expected to have read them in advance and to bring prepared notes to use in contributing to class discussion. You may be invited to lead any given discussion.

Jan 15	Developing rules and procedures for the mathematics classroom
Jan 22	Analyzing classroom behaviors that support or hinder mathematics learning
Feb 5	Understanding the impact of teacher expectations on students' mathematics learning
Feb 19	Establishing a classroom climate that supports mathematics learning
Mar 5	Building relationships with students to better support their mathematics learning
Mar 19	Effective discipline regimens for the mathematics classroom
Apr 2	Planning successful mathematics instruction to meet the diverse needs of students
Apr 9	Working with others (teachers, administrators, parents) to support students' mathematics progress
Apr 23	Developing a trajectory of growth and continuous improvement as a mathematics professional
Apr 30	Making the transition to the first year of mathematics teaching
TBA	Final examination

7. **Course Requirements/Evaluation:**

Assignments

- Attend and participate in all class sessions – 30%
- Final project (philosophy and plan for classroom management) – 50%
- Final reflection/exam – 20%

Grading

All assignments will be graded on a 4-point scale (4=A; 3=B; 2=C; 1=D; 0=F) and weighted averages will be computed following the percentages given in the preceding section. Final grades will be assigned by rounding to the nearest whole number; i.e., 3.5 and up is an A, 2.5 and up is a B, and so forth.

Descriptions of Major Assignments

Class participation: Students will be expected to come to every class prepared to participate. On occasion, students will be asked to lead the discussion of a particular topic or assignment.

Final Project: For the final project, students will create a classroom management plan for their first year of teaching. This plan should incorporate what they have learned from the internship and from this and other classes in the program. The plan should be in a “ready to use” format that could be distributed to students and parents. To make this manageable, the project will focus on one particular class being taught in the internship. The plan will include the following elements. Note that the development of the plan will be incorporated into class activities.

- Cover sheet and introduction – Provide a brief, one-page overview to the assignment and your general philosophy of teaching, including classroom management.
- Introductory letter to parents/guardians and students – Welcome your students and parents by briefly introducing you, your course, and your discipline plan: (1-2 pages)
 - What are your expectations and plans for your students and what can students (and parents) expect from you? Be sure to list your classroom rules (see below).
 - Include how you will communicate with parents on student progress, under what other conditions you will contact them (positive and negative), 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.
 - Also 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.
- Classroom rules – Develop a list of rules for your classroom.
- Student policies and procedures – Describe in detail your student policies on tardies, leaving the classroom (e.g., restroom), being unprepared for class, absences, make-up work, and late work. Also include rewards for positive behavior. (2 pages, single-spaced)
- Assessment and feedback plans – in detail your grading system, including weights or point breakdown for categories of work (tests, quizzes, projects, classwork, etc.) and grading scale for letter grades. (1-2 page, single-spaced)
- Classroom procedures – Describe your classroom procedures for running your class from beginning to end of the period: from bell work to dismissal; describe your procedures for the common activities and approaches that you routinely use in your classroom, including such things as seating assignment, bell work, passing and checking of papers, use of textbook, monitoring students, cooperative grouping, use of videos, special projects, homework, and dismissal. (1-2 pages single-spaced)
- Room arrangement sketch – 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 items? Include a one-page single-spaced explanation of why you have chosen this arrangement
- Bibliography – Include at least one text and one teacher source for ideas contained within your plan (minimum 2 sources). Use APA style.

Final Examination: The final exam will give students an opportunity to reflect on their learning across the semester and engage in goal-setting for the future.

8. Class Policy Statements:

- Attendance. Each student is expected to attend all classes as scheduled. Excused absences require university approval as specified in the *Tiger Cub*. The second unexcused absence from class and each succeeding unexcused absence from class will result in a lowering of the student's final grade by one letter grade.
- 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