**CTSE 5230/6230 Syllabus, Spring 2023**

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| **Instructor Information**W. Gary MartinHaley 5008martiwg@auburn.edu334.599.3141  | **Class Meetings**Haley 5075Wednesdays, 5:00 – 6:30 PM (10 class meeting to be arranged throughout the semester) |

1. **Course Number:** CTSE 5230/6230

**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

1. **Date Syllabus Prepared:** January 2006, Revised January 2022
2. **Texts or Major Resources:**

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Author.

Wieman, R., & Arbaugh, F. (2013). *Success from the start: Your first years teaching secondary mathematics.* National Council of Teachers of Mathematics.

Additional readings as assigned.

1. **Course Description:** The role of the mathematics teacher in classroom management. Methods for developing a positive learning environment that supports mathematics learning.
2. **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.

1. **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.

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| **Date** | **Event** |
| 11-Jan | Developing a philosophy for mathematics teaching and classroom management |
| 18-Jan | Developing rules and procedures for the mathematics classroom |
| 25-Jan | Classroom management methods |
| 08-Feb | Maintaining an equitable classroom |
| 22-Feb | Effective groupwork |
| 01-Mar | Mid-semester debriefing, 3:00-6:00 (in person) |
| 15-Mar | Engaging struggling students |
| 05-Apr | Effective and engaging homework |
| 12-Apr | Assessment, feedback, and grading |
| 19-Apr | Developing a trajectory of growth and continuous improvement as a mathematics professional |
| 26-Apr | Final debriefing, 5:00-8:00 (in person)  |

1. **Course Requirements/Evaluation:**

**Assignments**

* Attend and participate in all class sessions – 30%
* Final project – 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. Note that the development of the plan will be incorporated into class activities. The plan will include the following elements:
* Overview – Provide a brief, one-page overview of your general philosophy of teaching, including classroom management.
* Classroom rules – Develop a list of rules for your classroom.
* Procedures:
	+ Running the class – Describe procedures for running your class from bell to bell, addressing common activities and approaches that you routinely use in your classroom, including such things as seating assignment, bell work, passing out and checking papers, use of cooperative groups, full-group discussions, assigning homework, and dismissal. (about 2 pages, single-spaced)
	+ Dealing with student issues – Describe in detail how you will deal with common situations involving your students, such as tardies, leaving the classroom (e.g., restroom), being unprepared for class, absences, make-up work, and late work. Also include rewards for positive behavior. (about 2 pages, single-spaced)
* Assessment and feedback plans. (about 4 pages, single-spaced)
	+ Your grading system, including weights or point breakdown for categories of work (tests, quizzes, projects, classwork, and so forth) and grading scale for letter grades. Also include sample rubrics for different categories of work.
	+ How you will provide feedback to the students, including use of informal assessment.
* Introductory letter to parents/guardians and students – Welcome your students and parents by briefly introducing yourself, the course, and your approach to instruction. (1-2 pages)
	+ Incorporate any of the information above that will be useful.
	+ Also address any necessary materials and supplies students will need.
	+ End your letter with a place for a parent/guardian and student signature acknowledging your plans.
* Room arrangement – Discuss how you will arrange the teacher desk, student desks, work tables, computer workstations, classroom materials (cabinets/shelves), and other ideas. A sketch would be helpful! (sketch plus short description)
* 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.
1. **Class Policy Statements:**
* **Attendance.** Each student is expected to attend all classes as scheduled (whether on-line or virtual) and participate in all class discussions and activities. Unavoidable absences must be documented and cleared with the instructor in advance if possible. The second non-approved absence from class and each succeeding unapproved absence from class will result in a lowering of the student's final grade by one letter grade.

Students are also expected to attend all scheduled field experiences. An unexcused absence may also lead to action as a violation of the Standards of Professional Conduct, as outlined below, with resulting actions impacting their continuation in the program.

* **Late Assignments.** Any assignment that is submitted after the announced due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. 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.
* **Make-up Policy.** Students who miss scheduled will need to contact the instructor and turn in the valid excuse within 48 hours from the time that the exams were given. The makeup exam schedule is determined by the instructor and will need to be done within ONE week (5 work days) from the time that the exams were given. Students who miss the makeup without valid excuses will get zero on the exam. Valid excuses include: 1) illness documented by a physician, 2) evidence of personal or family emergency, and  3) official university excuses.

The format, questions and difficulty-level of make-up exams are not guaranteed to be the same as the normal exam, which are at the discretion of the instructors. Students are not allowed to choose the make-up dates or formats on their own.

* **Unannounced Quizzes.** The instructor may give unannounced quizzes as deemed necessary, to be included as a part of the exam score.
* **Faculty Communication and Feedback.** Any communications should be directed to the instructor’s Auburn email address. Responses will be provided within 24 hours whenever possible. If students have concerns about communication or feedback, they should always contact their instructor first. Students should explain their concerns as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

***Your Auburn University email address is the university-approved form of communication between instructors and students.*** Please ensure that your notifications are set correctly to ensure timely delivery. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

* **Diversity Statement.** All people have the right to be addressed and referred to in accordance with their personal identity. Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the names and pronouns that they share.
* **Accommodations.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are immediately needed. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.
* **Academic Integrity.** Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

* **Standards of Professional Conduct.** 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

Students will be asked to sign a contract affirming Standards of Professional Conduct for the secondary mathematics program. Failure to comply with those standards may lead to actions including dismissal from the lab experience, the course, and/or the Secondary Mathematics Education Program.

* **Face Coverings.** The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.
* **Students are encouraged to provide feedback on their experiences in the course using AU eValuate.**