**CTEE 4190: CLASSROOM MANAGEMENT**

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|  | **Instructor:** Dr. Charles Eick  **Class Time:** M/W/F 1:00-3:50 p.m.  **Class Location:** Haley Center 2435  **Credit Hours**: 3 semester hours (2 lec.; 2 lab)  **Office Hours:** Haley 5058**,** By appointment  **Telephone:** 844-6887  **Email:** [eickcha@auburn.edu](mailto:eickcha@auburn.edu) |  |

**Required Texts:** **{J&M Bookstore only}**

Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

Kuykendall, C. (2004). *From rage to hope: Strategies for reclaiming black and hispanic students*. (2nd edition). Bloomington, IN: National Educational Service.

**Strategies for Discipline Cases: {In LRC reserve collection}**

McCarney, S. B. & Wunderlich, K. C. (2006). *Pre-referral intervention manual*. Columbia, MO: Hawthorne Educational Services, Inc.

**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. **{Personality Inventory and Analysis Paper}**
2. Identify, describe, and implement effective teaching and management practices according to the course text and added elaboration from class exercises. **{Test; Field Placement}**
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, especially children of color. **{Kuykendall Book Study; Field Placement}**

**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*

←-----------------------STRATEGIES FOR HELPING STUDENTS OF COLOR SUCCEED----------------------→

**Course Assignments and Evaluation:**

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| --- | --- |
| 100 points total:  Personal Characteristics & Reflection Paper – 10 points  Kuykendall Book Study – 30 points  Traditional Test – 30 points  Comprehensive Classroom Management Plan – 30 points | Grading Scale:  90-100 points = A  80-89 points = B  70-79 points = C  60-69 points = D  0-59 points = F |

**Assignments:**

All written assignments must be typed and should adhere to Standard English usage and conventions. Assignments with excessive grammar and spelling errors must be redone at the loss of a letter grade. Assignments must be presented on time. Daily assigned homework will NOT be accepted late for points. The score on major assignments will be reduced by two letter grades for each day late for up to two days without prior approval. **All graded categories must be completed and of passing quality in order to pass this course.**

The comprehensive classroom management plan will be assigned in lieu of a final exam.

**Course Content and Schedule:**

THE FIRST DAYS OF SCHOOL

Unit A: Basic Understandings\_The Teacher

Unit B: First Characteristic\_Positive Expectations

Unit C: Second Characteristic\_Classroom Management

Unit D: Third Characteristic\_Lesson Mastery

Unit E: Future Understandings\_The Professional

Friday May 20 – Unit A Overview

* Professional characteristics of effective teachers – Dispositions/temperament
* Video #1: The Effective Teacher (32 minutes)
* Course overview and concurrent book study – *Group sign-up*

Homework –

1. Personality Inventory and Analysis Paper (10 points)
2. Book study preparations – Introduction and chapter 1

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Monday May 23 – Units B, C

* Bellwork, room layout, and seating arrangements – Proximity management
* Video #2: The First Days of School (36 minutes)
* Book study discussion (short)

Homework –

1. Room and seating arrangement sketches (draft)
2. Book study preparations – chapter 2 and 3

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***Wednesday May 25 – All day field trip in Social Studies***

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Friday May 27 – Unit B

* Invitational education; Parent-family interactions
* Video #8: Positive Expectations (20 minutes)
* Book study discussion

Homework –

1. Welcome letters to parents (draft)
2. Book study notes – chapter 4

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***Monday May 30 – Memorial Day Holiday***

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Wednesday June 1 – Unit C

* Classroom rules, natural consequences, and rewards – Preferred Activity Time (PAT)
* Video #3: Discipline and Procedures (36 minutes)
* Book study discussion

Homework –

1. Classroom rules and natural consequences (draft)
2. Book study preparations – chapter 5

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Friday June 3 – Unit C – *{Class ends at 3:00 p.m. today}*

* Starting class and first day’s lessons
* Video #4: Procedures and Routines (0:00-25:45 minutes)
* Book study discussion

Homework –

1. First day lesson plans (draft)
2. Book study preparations – chapter 6

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***Monday June 6 –* NO CLASS (Work on lesson plans)**

***Wednesday June 8* – NO CLASS (Work on lesson plans)**

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Monday June 13 – Unit B, C

* Developing routines and procedures
* Video #4: Procedures and Routines (25:45-55:04 minutes)
* Book study discussion

Homework –

1. Classroom procedures and routines (draft)
2. Book study preparations – chapter 7 and 8

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Wednesday June 15 – Unit C

* Engaging opener and cooperative grouping
* Video #5: Cooperative Learning (0:00-25:00)
* Book study discussion

Homework –

1. **Classroom management plan (30 points) due next meeting**
2. Book study preparations – chapter 9, 10, 11 (epilogue)

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Monday June 20 – Unit D

* Backward design planning and assessment
* Video #6: Lesson Mastery (33 minutes)
* Book study discussion

Homework –

1. **Study objectives for test (30 points)**

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Wednesday June 22 – Unit E

* Teacher leaders and professional development
* Video #7: The Professional Educator (41 minutes)
* Test

**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. **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.

If a class is missed, late work will be scored for full marks only for University-approved excuses as outlined in the Tiger Cub. Doctor’s or other official excuse notes must be turned in to 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.

Ten points will be deducted from the final grade for each unexcused absence from class. **At 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 scheduled class early without prior approval counts as an unexcused absence.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 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. No texting is permitted during class time.

**COURSE GRADED ASSIGNMENTS:**

**Book Study – 30 points total – A Cooperative Assignment**

Each week, when scheduled, a group of students will co-plan and co-teach a lesson incorporating an overview and class discussion of assigned chapters from the book study. This teaching will take place in 45 minutes of time. Your group may choose any format desired based on ‘best practice’ as long as you incorporate the following elements:

* SHORT chapter(s) overview of key points
* Exercise, activity, or reflection (etc.)
* At least half the time for discussion
* Short wrap-up of class discussion and new learning

Your group must share in the preparation of the lesson and in its teaching. For a group of 3 the following shared preparation is suggested:

* Person 1 – Prepare short overview materials or media
* Person 2 – Prepare exercise, activity, or reflection (etc.)
* Person 3 – Prepare discussion questions and notes for wrap-up
* {Person 4, if present, can record notes for wrap-up on the board or doc cam}

**Your group will submit a form on the day of your co-lesson where you document who completed what part of the lesson, and all sign and date it in agreement.** You each must lead a portion of the lesson – similar to the assignments above. Equal participation in this assignment is expected of each group member in order to share in the one group grade.

Your group will be awarded a possible **10 points** for this assignment following the given rubric based on the quality of your co-preparations and co-teaching:

9-10 = Excellent

8 = Good

7 = Fair

6 = Poor

5 or less = Incomplete

Each individual in class will be expected to complete the Book Study Guide (pdf on Bb) exercises on the assigned chapters for reading by the next class meeting. These exercises will be collected and checked for completion for a possible **10 points** (1.5 points each).

Each individual will also be expected to participate in the class discussion – except when co-teaching. The instructor will keep an attendance check-sheet of marks for each contribution made by each student during the lessons, and particularly during discussion time. At the end of the book study and course the instructor will award a possible **10 points** to each student based on the following rubric:

10-9 = Above average participation over the entire book study

7-8 = Average participation over the entire book study

5-6 = Below average participation over the entire book study

4 or less = Little to no marked participation over the entire book study

Each category of points will be added to make up the total of 30 points for this assignment.

# Classroom Management Plan – 30 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.

**(Required) *Cover page (title, grade range, name, date)***

**(Required) *Table of Contents – {one-page}***

***(3 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.

***(4 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 – {one 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.

***(8 points) Classroom Procedures and Routines – {approximately 3-4 routines per page; 3-4 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/classwork, 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.

***(3 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.

***(3 points) Step-Wise Consequences (Back-Up System) – {one 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.

**Traditional Test – 30 points total**

A traditional test will be given on the last day of class over the material assigned and reviewed in class. This information comes from the course text, *The First Days of School*, and the book study, *From Rage to Hope*. Also, this information will come from any supplemental notes or concepts from the instructor (e.g., PAT, natural consequences). A **study guide** will be provided listing the objectives for learning in advance of the test.

**Personal Characteristics & Reflection Paper – 10 points total**

You will write a **4-5-page paper** (title, double-spaced, one-inch margin, 12 point font) on your analysis and reflections on your personal characteristics, dispositions, and temperament in light of those traits required of good classroom managers. First, introduce this topic and its importance in your profession **(1 paragraph)**. Next, you will share your primary and secondary colors from the True Colors Inventory (completed with Dr. Tripp) and how they support you in effective classroom management **(2 paragraphs)**. Be specific about what you have learned about these ‘color’ dispositions and effective teacher characteristics from the course text! You will also address any potential weaknesses for managing children that could arise in having these two colors dominate in your personality **(1 paragraph or embedded above)**. Also, address your third ranked color, and how it can help you in classroom management: How can you utilize this color more, and to what advantage? **(1 paragraph)** Lastly, discuss your last ranked color: Is this a color that you need to express in order to be a good classroom manager, why or why not; and if so, how can you intentionally invoke this temperament (or strengthen it) to help you? **(1 paragraph)** End your paper with a final reflection on where you are currently in your abilities to manage a classroom and specifically what you have learned from this exercise that will help you as you intentionally reflect and act on it: What is your plan of action now? **(1-2 paragraphs)**. **{Attach a copy of your initial inventory sheet of ranking of colors.}**

In your paper be sure to explain yourself and use specific examples from your temperament inventory and your personal experience with explicit links to the course text – NOT generalities! Be sure to proof-read your final paper and check it for any typos or grammatical/spelling errors – better yet, have a good friend who writes well also read your final draft for comment!