

**CTEE 4190: EFFECTIVE CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL**

**Class Workshop Times: May 20, 28, 30**

**July 22,23** Credit Hours: 3 semester hours

**Classroom: 2467** Instructor: Dr. Amy Fitchett

**Prerequisites:** Admission to Teacher Education Office Hours: F2F or Virtual, by appointment

**Office:** Haley 5th floor

**Telephone:** 704-699-0496 (personal cell)- to be used in emergencies email: azf0093@auburn.edu

**Required Texts and Resources:** Evertson, C.M., Emmer, E.T. (2017). *Classroom management for elementary teachers* (10th ed.) Pearson. ISBN: 0134027272

**Other requirements:**

Technology --access to an electronic device (e.g. tablet, laptop), printer, and web access.

Time management skills

COE name button *[LRC for buttons]* (to be worn in field placement)

**Course Description:** Through reading, exploration, discussion, reflection, analysis, and application of field placements, students will study current research and approaches surrounding effective methods and strategies for positive and effective inclusive/multicultural K-6 classrooms. Classroom management issues that will be explored will include but are not limited to learning theories, approaches to behavior management, time management, classroom design, developing classroom routines/norms/and rules, student behaviors, student motivation and engagement, parent and community relations, technology use, planning, professionalism, and other factors to be mindful of when creating and executing classroom management plans. Products for future classroom use will be created.

**Class Format:** This class is taught in a hybrid format in which all-day workshops will be reinforced and supported through online learning modules. Students will engage in a variety of sessions and rehearsals to prepare students for classroom management in a summer practicum setting.

 Lab: *At this time, our field placements are scheduled to occur with COSAM STEM Camp*

Note, this class is technology-enhanced; it will use Canvas as a learning management system (LMS) for online activities. You will complete discussions and submit assignments online. Your grades will be kept in the Canvas grade book and will be available to you as soon as they are assigned and assessed.

## Core Experiences:

Professional dispositions, expectations, and obligations

School orientation – materials, information, technology, and support Classroom management plan – rules, procedures, and routines Positive classroom climate – teacher attitudes and approaches Intrinsic and Extrinsic motivation – strategies

Behavior contracts and difficult student discipline cases

## Course Objectives:

Upon completion of this course, students will be able to:

Identify professional behavior, dispositions, and obligations of a classroom teacher Find the school resources and information needed to prepare for beginning teaching.

Create a classroom management plan that includes parent/guardian communication, rules of student conduct, procedures and routines, and assessment/grading.

Apply effective teaching pedagogies to lesson planning to create and maintain a well-planned, relevant, and positive learning environment for children.

Engage and reflect on methods for addressing the learning and motivation of all students, including peer tutoring, cooperative learning, and student-centered assignments.

Identify strategies for managing students with unique backgrounds and needs, including inclusion, cultural and ethnic diversity, varying study skills, and learning styles.

Engage in meaningful research and discussions that critically analyze actual classroom cases involving student behavior and learning in order to chart change and improvement.

Apply learning from readings of unique cases of student discipline to difficult cases in the field.

## Course Assignments and Evaluation:

See Class Calendar:

[Course Calendar "Living" Doc](https://docs.google.com/document/d/1ULkTezaeEKCzRiKkJcsgo5aKxc0LZg47b90HCHNpnww/edit?usp=sharing)

This calendar and these assignments are subject to change to meet the needs of the course and at the instructor’s decision.

**Final Grades:** Final grades are calculated based on total points earned divided by total points possible. This class uses a 10-point grading scale, which means that you earn an “A” if you have at least 90% of the total points available in the course (see chart above). You can check your progress at any time within Canvas. There are no extra credit assignments for this course unless offered and approved by the instructor in special circumstances.

**Assignments:** All written assignments must be typed unless otherwise directed and should adhere to correct Standard English conventions and mechanics. Assignments must be presented on time. Late assignments will be reduced by 10% for each day they are submitted late for up to three days, other than discussion board posts which cannot be accepted late. No work will be accepted once it is more than three days late. The course final project will **not** be accepted late.

Assignments and Syllabus are subject to change at the instructor’s discretion.

Breakdown of specific assignments and assignment details are located on Canvas.

Course Assignments Aligned

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| --- | --- |
| **Standards** | **Course Assignment** |
| *Standard 1* | Teacher and Student Temperament/ learning style inventoryCase Study of behavior issues of difficult student discipline cases |
| *Standard 3.5* | Classroom Management Notebook/Daybook |
| *Standard 3.4* | Classroom Management Notebook/DaybookClassroom Management PlanEffective Teaching characteristics and Educate Alabama Assessment Observationinstrument |
| *Standard 3.2* | Classroom Management Notebook/Daybook |
| *Standard 5.1* | Classroom Management Notebook/Daybook |
| *Standard 5.2* | Classroom Management Notebook/DaybookCooperative learning, peer tutoring, and student centers reflections School orientation – materials, information, technology,and support notebook |
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## Course Structure and Assignments

**Workshops:** Workshops will cover material listed on the class schedule and will consist of material that may not be covered in the class text(s). Workshop days will also involve activities and discussions that will help aid your understanding of the topic(s) covered - participation is required. Additional lectures or video instruction may be delivered asynchronously via pre-recorded presentations.

**Assigned Readings:** Each week you are expected to read the assigned reading(s). This will be the first activity that you should complete. The readings are to ensure that students are feeling confident in their understanding and knowledge of classroom management. You will be required to provide evidence of reading through Reading Response Assignments.

**Reading Response Activities:** These activities will help summarize your thinking and reflect deep thought and reflection on the readings and class activities.

**In-Workshop Activities:** There will be several in-class activities that may include, but are not limited to, group discussions (in-class and virtually), group work, rehearsals, and a few other types of activities. These assignments will be completed and turned in during the class time. Many of the in-class activities will be foundational for graded assignments and projects.

**Outside Class Assignments:** Many assignments are expected to be completed outside of class after the class meeting. These include writing assignments and reading quizzes. Outside of class assignments will be completed and submitted to Canvas. Details and due dates will be given in class as well as listed on Canvas.

**Projects/Final:** There are course projects, presentations, and the course final portfolio project. Assignment details, due date, and grading criteria for each assignment will be discussed in class and listed on Canvas. Projects and presentations will use skills and knowledge gleaned from the course and your lab placement over several weeks.

**Professional Participation:** As budding professionals, your disposition in collaboration and exchange is extremely important. Students are expected to participate in all class discussions and participate in all exercises. Students are not to complete a different course’s assignment or work during class time.

Because learning occurs as we are actively involved, both mentally and physically, it is essential that all students participate in class discussions, activities, and assignments. Participation involves:

\*a careful reading of the texts and/or additional articles prior to class meetings active listening and discussion during class (face-to-face or virtual)

\*appropriate use of technology

\*participation and cooperation during class activities and assignments

\*completion and submission of all lessons, assignments, and projects on time

 \*timely attendance of all class meetings (face-to-face or virtual)

\*honest exchange and challenging of viewpoints

**CIEP Field Placement Activity**

-STEM CAMP

**CTEE 4190 Classroom Management Portfolio**

**See Canvas for more details or review link provided here:** [**Student Portfolio Class Mgmt**](https://docs.google.com/document/d/1oX1d-sXKIfeKwT9eYjH-RkCQPCu8fVzrF8iO50f2evk/edit?usp=sharing)

# COURSE EXPECTATIONS/Policies

Expectations:

* Actively and thoughtfully participate in all class activities.
* Complete all assigned readings.
* Complete all tasks assigned on Canvas.
* Maintain a professional presence in all learning environments (i.e.,

 class, online discussion, field placement).

* Frequently check the course website for updates, emails, and assignments.

**Attendance/Absences Policy:** Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Elementary Education Handbook,* must provide appropriate documentation to the instructor the day the student returns to class. **Each unexcused absence may result in the lowering of the final course grade by one letter grade**. An excessive number of excused absences will require a conference with the instructor.

**Participation**: Students must exhibit courteous, mature, responsible, and

professional behavior. This includes not texting messages during class, doing work

for another class, not being prepared for class, and talking when someone else (a peer or instructor) is speaking. Students are expected to participate in all class discussions and participate in all exercises in class and outside of class. Students are responsible for initiating arrangements for missed work.

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness/emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow course completion. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Basic Skills**: Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments with multiple mathematical, grammatical, or spelling errors must be revised correctly at a letter grade point loss.

**Accommodations**: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code**: The University Academic Honesty Code Rules and Regulations about cheating will apply to this class. If plagiarism is detected in any assignment, the student will receive a zero. ***No exceptions***. Use appropriate APA formatting and guidelines (7th edition) for citations and references.

**Cell Phones/Technology**: You will need to place your phones on vibrate during class, but you are encouraged to bring and use your laptop, iPad, or other electronic devices during all classroom sessions. Please follow individual school policies about cell phone use during lab placements.

**Face Covering**

Please adhere to the University standards and desired behaviors of your lab placement.

**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
* Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
* It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you’ve missed.
* Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
* Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
* 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 as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity (d) model and nurture intellectual vitality.

**Course Requirements and Grading Policy:**

Detailed descriptions of assignments will be discussed in class and/or posted in Canvas. If you need additional clarification, it is up to you to contact the teacher/professor and schedule additional time to go over any misunderstandings or misconceptions. Grades will be posted in Canvas:

A=100% to 90% B=89% to 80% C=79%-70% D=69% to 60% F=59% and below

**Late Assignments**: Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major incomplete assignments or not done on time will lose points equal to one letter grade for each day late up to three days.

NOTE: **All assignments must be completed, whether or not credit is given, to pass this course.**

 **Unannounced quizzes**: There will be no unannounced quizzes