

**Classroom Organization (1 credit)
Fall 2011**

**(15:255:534:04) Tuesdays, 4:30 - 7:30 p.m., Scott Hall 115
9/6, 9/20, 10/4, 10/18, 11/1**

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Course Description

This course is based on three premises: (1) that most problems of classroom order can be prevented through the use of good classroom management strategies, positive teacher-student relationships, and engaging instruction; (2) that the goal of classroom management is not obedience, but the development of students' ability to regulate their own behavior; and (3) that given today's diverse society, teachers must become "culturally responsive classroom managers." Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting students' needs. Particular attention is given to ways of managing diverse classrooms in culturally competent ways.

Text

Weinstein, C. S., & Novodvorsky, I (2011). *Middle and Secondary Classroom Management: Lessons from Research and Practice* (4th edition). NY: McGraw-Hill.

This book is available from the Rutgers Bookstore (One Penn Plaza, Ferren Mall). Hopefully, you have already purchased the text that corresponds to the teacher education program in which you are enrolled and have read the first four chapters. In some cases, this book will also be used for the internship seminar. **BRING THE BOOK TO EACH CLASS SESSION.**

Policy on Academic Integrity

Students should be familiar with the policy on academic integrity located on pages 24 and 25 of the GSE catalogue. This policy states: "Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action begin taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion."

Written Requirements

1. One-minute papers: These will be done at the beginning of most classes and will follow varying formats. For example, I might ask you to write for one minute about something you learned from the reading; something you didn't agree with; something you found relevant to your own classroom; or something you didn't understand. Other times I might ask you to reflect on a specific issue discussed in the chapter. These will be handed in.
2. Reflections on reading and observations: Each class session you will be expected to reflect on the assigned reading and to relate what you are reading to what you are experiencing in your internship placements. These two-page reflections (typed, double-spaced, 12 point font) should adhere to the following format: (A) a one-page summary of the reading, focusing on those points that you found most significant, compelling, confusing, or wrongheaded; (B) a description of your cooperating teacher's practices with regard to the issue under consideration; and (C) the lessons you have derived from the reading and observations (e.g., what you will try to do in your own classroom; what you think is most important to remember, etc.). If your reflection paper does not include A, B, and C, you will be asked to re-do it.
3. Final paper (due two weeks after our last class): **Classroom Organization and Management Plan. This is a mandatory portfolio assignment. (See attached.)**

Note about writing: You are going to be teachers. As such, you will be communicating in writing to students, parents, administrators, and other school personnel. In order to be a good model for your students and to exhibit professionalism, it is vital that you write clearly and demonstrate mastery of grammar, punctuation, spelling, etc. (In other words, you should know the difference between *it's* and *its*, between *principal* and *principle*, and among *there*, *they're*, and *their!*) For this reason, we expect your papers to be clear, articulate, professional in appearance, and free of technical errors.

Attendance Policy

Given the fact that this course meets only five times and relies heavily on student participation, I expect perfect attendance. If illness or emergency prevents you from attending, you will have to discuss with me a way to compensate for your absence (e.g., by completing additional written work).

It is also important to be punctual (at the beginning of class and after the break). Since the class is very activity-oriented, you can't simply "get the notes" if you are late.

Grading Policy

This course will be graded in terms of Pass/No Credit.

TOPICS AND READINGS

Note: The “standards” codes below refer to the New Jersey Professional Teaching Standards.

SESSION #1 (9/6/11)

WHAT IS CLASSROOM MANAGEMENT?

INTRODUCTION TO CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT

ESTABLISHING STANDARDS FOR BEHAVIOR AT THE BEGINNING OF THE YEAR

Question: What is classroom management?
What does it mean to be a “culturally responsive” classroom manager?
How do effective classroom managers begin the school year?

Standards: III, ii (1) and (2); VI, iii (4)

Assignment for next class: Due 9/20

Read Chapters 1, 2, and 4 (if you have not already read them)

Reflection paper on Chapter 4

Read Chapter 3

SESSION #2 (9/20/11)

BUILDING AN INCLUSIVE, MORE CARING COMMUNITY

COMMUNICATING EFFECTIVELY: ACTIVE LISTENING

Questions: How can I foster a classroom climate of respect and caring?
How can I communicate effectively with students who come to me with problems?

Standards: VI, i (1), (2), (3); VI, ii (1), (2), (3); VI, iii (2), (3); VIII, ii (1), (2)

Assignment for next class: Due 10/4

Reflection paper on Chapter 3

Read Chapter 12

SESSION #3 (10/4/11)

COMMUNICATING EFFECTIVELY (continued)

DEALING WITH INAPPROPRIATE BEHAVIOR IN A CULTURALLY DIVERSE CLASSROOM

Questions: Are there alternatives to screaming? What do I do when.....?

Standards: VII, i (2)

Assignment for next class: Due 10/18

Reflection paper on Chapter 12

Read Chapter 13

SESSION #4 (10/18/11)
DEALING WITH INAPPROPRIATE BEHAVIOR (continued)
PREVENTING AND RESPONDING TO AGGRESSIVE BEHAVIOR

Questions: What do I do when....?
What can I do to prevent potentially explosive situations from escalating?

Standards: VII, i (2)

Assignment for next class: Due 11/1
Reflection paper on Chapter 13
Read Chapter 5

SESSION #5 (11/1/11)
HELPING STUDENTS WITH SPECIAL NEEDS
REFLECTING ON CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT
PREPARING FOR JOB INTERVIEWS

Questions: What do we do if we suspect substance abuse?
How do we accommodate students with special needs?
Becoming a “culturally responsive” classroom manager
Preparing for the job interview: What have I learned about classroom management?

Standards: Standards 3, I, (2); 9, I(3), ii(2), (3)

Final Assignment: Classroom Organization and Management Plan. This is a mandatory portfolio assignment. (See attached.) Due 11/15