

Classroom Organization (15:255:534:05)

Fall 2011

Instructor: Jennifer Lugo

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Location: TBD

Dates: 9/8 (Thursday-Monday Classes), 9/19, 10/3, 10/17, 10/31

Time: 4:30-7:30 pm

Catalog Description

Examination of research on classroom organization and management. Emphasis on strategies for effective learning environments and prevention of behavior problems.

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-students 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." 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.

Required Text

Weinstein, C.S. (2011). *Elementary Classroom Management: Lessons from Research and Practice* (5th edition). New York: McGraw Hill.

You may use the 4th edition; however, please contact me to get the chapter changes for the syllabus

TEAC Learning Goals:

Standard Two: Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

- **2.3** Teachers know and understand how to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.
- **2.4** Teachers value and are committed to the educability of all children and adolescents.

Standard Six: Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Teachers know and understand:

- **6.1** The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
- **6.2** How the classroom environment influences learning and promotes positive behavior for all students; and
- **6.3** How classroom participation supports student commitment.

Teachers value and are committed to:

- **6.4** The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;
- **6.5** Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and
- **6.6** The expression and use of democratic values in the classroom.

Teachers engage in activities to:

- **6.7** Maintain a learning community in which students assume responsibility for themselves and oneanother, participate in decision-making and work collaboratively and independently;
- **6.8** Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
- **6.9** Create a positive classroom climate which is socially, emotionally and physically safe;
- **6.10** Establish and maintain appropriate standards of behavior;
- **6.11** Use instructional time effectively; and
- **6.12** Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Written Requirements

1. Quick Writes

These brief in-class writings will most likely take place at the beginning of each class and allow you the opportunity to synthesize your reading, observations, understandings, and beliefs related to classroom management. Quick writes will be timed, limited in length, and used to prompt discussion. These will sometimes be handed in.

2. Reflections

For four of our class sessions you will be expected to reflect on the assigned reading and to relate what you are reading to what you have seen in your practicum placements. The goal of the reflection is to allow you to "think through" a particular issue you have discovered in the reading.

- Reflections should be no more than two pages in length typed and double-spaced.
 - Include a brief summary of the reading, focusing on those points that you found most significant, compelling, confusing, or wrongheaded.
 - A description of your cooperating teachers' practices with regard to the issue under consideration.
 - 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.)
- Do not exceed the page limit. You will be able to elaborate in your Classroom Management Plan.
- Use headings to clearly delineate between each section.
- If you do not meet these criteria, you will be asked to re-submit the assignment.

3. Classroom Organization and Management Plan

Part 1:

Create a classroom management plan for your own classroom (approximate length 6-8 pages, typed, double-spaced). Reflect on what you have read and learned in your courses and on your experiences during your internship. Then develop a plan that addresses the following questions:

- What are the goal(s) of your classroom management plan? (This goal statement should serve as an introduction to your plan and should be approximately 1-2 paragraphs. The rest of the plan should be consistent with this statement.)
- What will you do, starting on the very first day, to create a sense of community and caring?
- What specific rules will guide classroom behavior? Describe the process you will use to develop and teach these rules to your students (e.g., Will you develop and distribute them or will you generate them with the students?)
- What will you do if students violate classroom rules? Be sure to discuss strategies for minor misbehavior (e.g., chatting, staring into space, and calling out) as well as strategies for more serious

- misbehavior. What principles underlie your choice of strategies?
- What procedures or routines will you establish for (1) collecting homework, (2) going to the restroom, (3) taking attendance, and (4) keeping track of work for absent students?

Note: Your management plan should demonstrate your understanding of sound, generally accepted management goals, principles, concepts, and strategies. (In other words, you should avoid adopting strategies that cause public humiliation to students, that erode positive student-teacher relationships, or that foster compliance rather than self-regulation.)

Part 2:

Since definitions and expectations of appropriate behavior are culturally influenced, managing today’s diverse classrooms requires teachers to be “culturally responsive classroom managers.” Demonstrate your understanding of culturally responsive classroom management (CRCM) by completing the following tasks (approximately 2 pages):

- Draw upon readings and class discussions to discuss two specific examples of the kinds of conflicts that can occur in classrooms when there is a “cultural gap” between teachers and students and when teachers ignore students’ cultural backgrounds. (1 page)
- Discuss three ways you can work to enact culturally responsive classroom management in your classroom. For example, you might discuss how you would be culturally responsive when working with parents, communicating with students, establishing your expectations, and/or designing the physical environment of the classroom. (1 page)

Grading Rubric

GSE criterion to be assessed	0 Absent or very incomplete	1 Does not meet GSE expectations	2 Meets GSE expectations	3 Exceeds GSE expectations
Part I				
Writing is clear, well-organized, and well-edited.				
Assignment shows an understanding of sound management goals, principles, concepts, and strategies				
Answers provide specific, appropriate detail and examples				
Assignment is thorough and complete				
Assignment shows evidence of reading, reflection, and critical thinking				
Specifics of management plan are consistent with stated goals				
Part II				
Provides appropriate examples of “cultural gaps” that might occur.				
Provides examples of culturally responsive classroom management.				
Assignment is thorough and complete.				

A 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 demonstrate quality writing skills. For this reason, I expect your papers to be clear, articulate, professional in appearance, and free of technical errors. Any writing that does not meet these criteria will be returned for revision.

Grading Policy

This course is graded on a Pass/No Credit basis. You must complete all assignments on time in order to pass the class. If an assignment is not acceptable, I will ask you to revise and resubmit.

Attendance Policy

Given the fact that this course meets only five times and relies heavily on student participation, I expect perfect attendance. In the event of illness or an emergency, please contact me to arrange how to make up your absence. To show respect for your classmates and instructor, please arrive promptly (both in the beginning and after the break).

Policy on Academic Integrity

I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or "borrow" friends' work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml#I>).

Assignment Schedule

If possible, please read chapters 1, 2 and 4 prior to the first class meeting

Date	Class Topics	Questions	Reading for Next Class	Assignments to Bring to Next Class
9/8	Establishing Standards for Behavior Culturally Responsive Classroom Management	What is classroom management? How do effective classroom managers begin the school year? What does it mean to be a "culturally responsive" classroom manager?	Article , 3, 4 (if you have not already read it)	Reflection #1
9/19	Culturally Responsive Classroom Management (Continued) Building an Inclusive, More Caring Community	How can I foster a classroom climate of respect and caring? How can I help my students develop responsibility for their own behavior? How can I communicate effectively with students who come to me with problems?	12, 13	Reflection #2
10/3	When Prevention is Not Enough: Dealing with Inappropriate Behaviors Preventing and Responding to Aggressive Behavior	Are there alternatives to screaming? What should I do when...? What can I do to prevent potentially explosive situations from escalating?	5, 6	Reflection #3

10/17	<p>Helping Students with Special Needs</p> <p>Working with Families</p>	<p>How can I meet the needs of all students? What do I do if I suspect substance abuse or child abuse? How do I foster collaboration between home and school?</p>	7,8	Reflection # 4
10/31	<p>Making the Most of Classroom Time</p> <p>Enhancing Student Motivation</p> <p>Reflecting on Classroom Management and Internship</p>	<p>How do I increase opportunities to learn? What are some strategies for increasing student motivation? What have you learned about classroom management? What are the managerial successes and challenges you have encountered?</p>		<p>Classroom Management Plan Due: 11/28</p>