

Class Organization and Management – Spring 2012 Course Syllabus & Requirements

Instructor: Kathleen Regan, Ed.D.
Course 15:293:534:90

e-mail: kregan@rci.rutgers.edu
Phone: (908) 625-8637 (c)
(908) 766-6323 (h)

Course Description:

The focus of this course is on the organization and management of the inclusive and special education classroom from a research based, systems perspective. This course is based on the premise that an effectively-run classroom supports student engagement in learning, creates a caring, respectful environment, and facilitates self-discipline, independence, personal responsibility, and pro-social behavior. Problem behavior represents the need to re-orient the classroom system in support of these overarching goals. Course content moves along a continuum, which includes:

- data-based assessment of behavioral difficulties,
- prevention of problem behavior through effective management and instruction,
- utilization of less intrusive strategies, and
- use of more intensive strategies, crisis de-escalation and intervention.

During this course, students will be supported in developing and articulating a research-based, principled stance on a personal system of discipline and classroom management. As part of the process, students will have an opportunity to observe classrooms and interview teachers and administrators to learn about effective, best practice classroom management strategies, techniques.

Students enrolled in this course will receive many helpful resources which will be available on this syllabus and the e-college document share, including pertinent and valuable websites. Sample projects developed by students enrolled in previous sections of this course will be made available in the document share to help current students better craft and design presentations and course projects.

Further, students will work independently and collaboratively in a variety of ways, including:

- Interactive threaded discussions and reflective e-journals (on readings, experiences, and timely questions),
- Viewing and discussing virtually videos and websites,
- Examining and analyzing research based, effective classroom arrangements,
- Identifying and selecting best practice classroom procedures and routines for effective classroom management,

- Cooperative learning activities using e-college chat groups related to literacy content and pedagogy
- Opportunities to interact with the professor and colleagues through class threaded discussions and chats using *Elluminate* on E-College.. I will be using a webcam so that students can see and hear me. Students only need to sign on to the e-college live chat to see and hear me. Students can respond or ask questions by typing them in the designated area on the live chat area of e-college.

Research tells us that the culture of successful schools requires teachers to work together collaboratively to solve problems, develop curriculum, and serve on school and district level committees. These types of activities occur on a face-to-face and virtual basis. Therefore, it is an essential part of the learning and professional experience for this course that students learn to work together in virtual groups as it is a professional expectation in school districts.

By the end of this course, students will know and understand the following NJ Professional Standards:

- 1) Accessing multiple sources of data to analyze student behavior and to modify future plans and instructional techniques that promote desired student learning outcomes. (PTS 7iii4)
- 2) Accurately documenting and reporting functional behavioral assessment data and ongoing student data to parents and professional staff. (PTS 7i2)
- 3) The principles and strategies of effective classroom management that promote positive relationships, cooperation, and purposeful learning activities in the classroom. (PTS 6i2)
- 4) How the classroom environment influences learning and promotes positive behavior for all students. (6i2)
- 5) The role of students in promoting each other's learning and the importance of peer relationships in creating a climate of learning. (PTS 6ii1)
- 6) Establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole. (PTS 6ii2)
- 7) The expression and use of democratic values in the classroom. (PTS 6ii3)
- 8) Maintaining a learning community in which students assume responsibility for themselves and one another, participate in decision-making, and work collaboratively and independently. (PTS 6iii1)
- 9) Creating a safe and secure classroom for all students. (PTS 6i1; 6i2; 6ii2)
- 10) Establishing and maintaining appropriate standards of behavior. (PTS 6i1)
- 11) Using instructional time effectively. (PTS 4iii5)
- 12) Organizing, preparing students for, and monitoring independent group work

TEAC and INTASC Standards Alignment

The course content incorporates TEAC claims 1.3, teaching skill. The course also addresses the Council for Exceptional Children Standard 5 - Learning Environments and Social Interactions

Course content integrates INTASC Standard 4, with the emphasis on modifying instructional environments, standard 6, with the emphasis on classroom environment and classroom management, and Standard 7, which states that “Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.”

COURSE SCHEDULE

Class session	Topics, Readings, and Assignments
Jan. 16	<p>Review Course Syllabus and Requirements Introductions</p> <p>Purchase text Tour e-College and explore all tools</p> <p>Threaded Disc. 1 - Write a brief biography of yourself as a threaded discussion on e-college. Make sure that you write your name in the topic section so we can all follow the thread. Next, respond to two of your classmates biography and introduce yourself.</p>
Jan. 23	<p>Ch. 1 Analyzing Cases</p> <ul style="list-style-type: none"> • Review Updated syllabus • Review Interview Project in detail (samples posted on document share) • http://teacher.scholastic.com/tools/class_setup/ • E- Journal 1 -Respond (one paragraph per question) to the following questions related to Ch. 1 reading in your e-college journal. <ol style="list-style-type: none"> 1. What issues should I attend to first? 2. What actions should I take to resolve the issues? 3. What knowledge will I need to formulate an action to resolve the issues? <p>http://www.thebusyeducator.com http://www.glavac.com/harrywong.htm www.effectiveteaching.com</p>
Jan. 30	<p>Begin to read Iris Case Study –Effective Classroom Arrangement document which is stored in e-College document share.</p> <p>http://www.teachervision.fen.com/tv/browse.php?term=350000000000</p> <p>Threaded Discussion 2 - Create a 3-4 slide Classroom Expectations power point presentation and post it in the threaded discussion as an attachment. The audience is a class of students (grade level is your choice) and the purpose is to go over rules and procedures on the first day of school ☺.</p> <p>Please comment on two of your colleagues' presentations.</p>
Feb.6	<p>Ch. 2 Behavior Problems</p> <p>Threaded discussion 3 - post your response to the below questions between 2/6 and 2/8. Respond to two of your colleague's responses between 2/9 and 2/12.</p>

	<p>Threaded discussion questions:</p> <p>What do I need to know about my students before school starts?</p> <p>How do I plan ahead for behavior management?</p> <p>What lessons can be learned from the case study at the end of the book (pgs. 203-205): <i>What you don't know can hurt you.</i></p>
Feb.13	<p>On-line chat</p> <p>Which will be focused on the Iris Classroom Case Study listed on the document share</p> <p>Chat will take place from 7- 7:45pm</p> <p>http://www.teachervision.fen.com/tv/tvsearch.php?lowest_grade=102&highest_grade=102&term=352300000000&</p> <p>Time Management Tools</p>
Feb.20	<p>Ch. 3 Analyzing Behavior Prob.</p> <p>Review Ch. 1-3 (power point slides)</p> <p>http://www.teachervision.fen.com/classroom-discipline/resource/6283.html</p> <p>Threaded Discussion #4</p>
Feb. 27	<p>Ch. 4 Changing Behavior</p> <p>www.responsiveclassroom.org</p> <p>Interview project due – please attach Interview project to TD #5 and respond to two colleagues on their project.</p>
Mar. 5	<p>Chapter. 4 Changing Behavior</p> <p>Threaded discussion #4 questions on Chapter 4</p> <ul style="list-style-type: none"> • How might I identify the probable cognitive and affective aspects of misbehavior? • How can I identify antecedents and consequences of behavior? • How should I measure the behavior problem and behavior change?
Mar. 19	<p>Begin working as groups for final projects– Use e-college to work with your designated group. Once you are in e-college, go into TOOLS on the top of the page and click on LIVE. Once you are into the next section, click on CHAT. This should bring you into your group's discussion area and you can start working on your final project together. Make sure you practice accessing this tool well in advance. Each group will establish their own work schedule. .</p>
Mar. 26	<p>Chapter 6 Using Peer Influence</p> <p>Review Ch. 4-6 Power Points</p> <p>Threaded Discussion #6 – select four websites from the syllabus which you have found helpful and describe how you plan to use the websites. .</p>
April 2	<p>Ch. 6 Using Peer Influence</p> <p>e- journal #2 - TBD</p>

April 9	<p>Ch. 7 Working with Other Educators</p> <p>Threaded discussion #7 questions with responses to 2 colleagues.</p> <ul style="list-style-type: none"> • How do I work with someone who does not share my views? • How and what can I learn from other teachers – new and seasoned? • How can I share my ideas with others in an effective manner? • When am I best off “doing my own thing”?
April 16	<p>Ch. 8 Working with Parents and Families</p> <p>Classroom diagram and rationale due – see details below under assignment descriptions</p> <p>Work on final projects in groups.</p>
April 23	<p>On-line threaded discussions or chat</p> <p>Chat will take place on April 23rd We will discuss reflection questions on page 111.</p> <p>Questions and clarifications regarding final project will be entertained.</p> <p>7 – 7:45</p> <p>Work on final project in groups</p>
April 30	<p>Chapter 8 Working with Families</p> <p>e-journal # 3 TBD</p> <p>Post final projects (Personal System of Classroom Management) due as attachment on a threaded discussion #8 to share with class – select two to comment on.</p>
May 7	<p>Individual Conferences to review individual semester coursework.</p>

Course Structure:

This intensive course combines case analyses, an interview with professionals, required readings, electronic journal reflections, group threaded discussions, a small group cooperative learning activity, simulated experiences, and student practice of specific techniques, and A/V aids.

Assignment Submission Policy:

- The on-line academic week runs from Monday through Sunday .
- The course syllabus will be updated regularly to provide more specific information based on questions submitted by students. Please check the syllabus on a regular basis to obtain more specific and updated information on assignments and projects. This is a work in progress so that I can further develop the assignments to meet your needs and interests.

- All assignment due dates can be found in the Course Syllabus. Please follow those dates exactly.
- Students should review and be familiar with the Rutgers Policy on Academic Integrity, which can be found on the Rutgers website <http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf> Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Terms such as *retarded* or *learning disabled* used as a noun are not accepted in our field of special education. Prepositional constructions such as "students with learning disabilities" are preferred over adjectival constructions such as "mentally retarded people." Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be submitted using Microsoft Word. If you do not have that word processing program, then you are to save your document as a Rich Text Format file (RTF) and I will be able to open it. We will know immediately if I can read the file. If there are difficulties, we will work together to overcome them.. *Edit your work before handing it in*, as attention to grammar, spelling, and organization is important. Please use Arial 12-point font. All assignments must be completed using APA Format (5th Edition).

Required Texts:

Kauffman, J., Pullen, P., Mostert, M. P., & Trent, S. C., &. (2011). Managing Classroom Behavior: A Reflective Case- Based Approach (5/E). Boston: Merrill. **ISBN -10 digit: 0137056796**

Students can order the on-line version of the text for significantly less at:
http://instructors.coursesmart.com/9780137057214?_professorview=false&_instructor=3226038#extendedisbn

Recommended Text (not required):

Wong, H. & Wong, R. (2009) The First Days of School. Mountain View, CA: Harry Wong Publications, Inc. **ISBN – 13 digit: 978-0-9764233-1-7**

<http://www.effectiveteaching.com/> (free on-line resources)

ADA:

If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or modifications, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Assessment Structure:

Evaluation of your performance in this course is based on a point system. Each assignment has been given a point value. It is possible for you to earn a total of 100 points for this course.

- Interview Project – 15 points of the grade (objective 1; GE4; INTASC 7) – due by Feb. 27
- On-line Threaded Discussions,- 7 discussions @ 5 points each for 35 total points of the grade (objectives 2, 3, 4, 5; GE4; NJPST standard 6; INTASC 6 & 7) . Review grading rubric in document share for specific expectations. Due on an on-going basis.
- E- journals - 3 e-journal @ 5 points each for a total of 15 points of the grade (objectives 2,3,4,5; GE4; NJPST standards 6; INTASC 6 &7). Due on an on-going basis.
- Classroom Diagram and Rationale – 10 points (INTASC 7; objective 3, 6) Due April 16
- Project - Personal System of Discipline - 25 points of the grade (objectives 2, 3, 7, 8; GE6; TEAC 1.3; NJPST Standard 3, learning communities and Standard 6, strategies of effective classroom management, classroom environment, standards of behavior; INTASC 4 and 6). Due April 30th

CLASS DIAGRAM AND RATIONALE- due April 16th

Under the course document share, please find and read the classroom set-up documents by Robert Marzano (new document) as well as the IRIS Classroom Arrangement document (Peabody Institute – Vanderbilt University), which we reviewed and discussed during our class Live Chat in February. With this research in mind,

- observe a classroom and pay particular attention to how the arrangement impacts student behavior
- note and list any type concern regarding the existing classroom arrangement, which may: effect the teacher's ability to circulate among students, cause safety concerns, cause distractions, effect the flow of traffic, etc.
- sketch out the existing design of the classroom, similar to the templates in the above mentioned documents. Place a star next to areas of concern
- sketch a new design for the classroom taking into consideration some of the challenges identified above with a star as well as the research from the IRIS and Marzano documents.

The final assignment which you will submit as an electronic journal with attachments should include:

- a sketch of the existing arrangement with stars in areas of concern
- a list of challenges presented with the existing arrangement and brief solutions (bullet – no more than 1 page)
- a sketch of the new and improved arrangement which address the list of challenges.

INTERVIEW ASSIGNMENT- due 2/27

Interview four educators about behavior management. Your purpose is to see how teachers maintain discipline in their classrooms, and how they deal with more challenging behavior. One of the educators that you interview must be a school administrator, and one must be a teacher in an inclusion classroom. Students who are working towards Teacher of Disabilities Certification have to use at least two special education teachers. This project will not be accepted for grading unless all parts of the project, as outlined on this sheet, have been completed.

For teacher interviews, you are interested in:

- their philosophy of behavior management
- training that they have had in this area
- what system, or systems, of discipline that they use
- how do they work with children who exhibit challenging behaviors
- how do they handle behavior management issues for children who are classified
- is there a book on the subject that they particularly like?
- what suggestions do they have for new teachers
- anything else that you would like to ask

When you interview the administrator, ask about:

- school wide discipline policy
- how the school handles students who exhibit more challenging behavior
- school policy for handling behavior management issues for children who are classified
- is there a book on the subject that they would suggest
- what suggestions do you have for new teachers

You will hand in:

--a summary of the responses organized in a manner that you choose (charts, graphs, visual organizers, lists, etc.); the key here is to organize the information – students may not hand in written responses from interviewees as the summary; this portion of the project should not be a narrative;

and

--a ½ page narrative discussing what you have learned, what ideas you have picked up that you might use, and what surprised you (this is the section where I want to hear your voice)

Both parts, as outlined above, must be handed in for a student to receive a grade.

THREADED DISCUSSIONS – on-going

Each student will participate in two electronic discussions based on reading or class discussion topics. You may be assigned a specific writing prompt and asked to participate in a threaded discussion which is available on e-college. The topics will be specified later in the course and will provide opportunities to reflect, explain, give examples, problem solve, etc.

Students will respond to the prompt by Monday and respond to a colleague's response by Wednesday. The instructor will participate in the discussions, also.

A Personal System of Classroom Organization and Management– due 4/30

During the course of the semester, we will review and analyze a variety of strategies, systems, theorists and techniques related to classroom management for effective instruction. The students we teach and for whom we plan for represent a wide range of needs, behaviors, learning environments, actions, and reactions. It is imperative that as educators we are able to respond to, accommodate and develop an understanding of the diverse needs of our students, and are well-equipped to plan and implement a system of classroom management that works for all students.

It is to this end that the purpose of this Power Point project is for you to create your own personal system of discipline. Use what you have learned in this

course to establish a system that you can use as a framework for classroom management with your students. You will be expected to incorporate the practical research findings of the theorists we study, strategies and techniques we discuss, class assignments, lectures, and independent reading. Your system of discipline will encompass preventative, supportive, and corrective discipline, and will take into account individual differences of the students with whom you work.

Please include:

1. a description of the population
2. your philosophy of discipline –this should be two to three paragraphs and should express what your needs and expectations are for classroom behavior; you do not need to have a detailed discussion of the theorists at this point
3. what you will do the first week of school to set the stage for your classroom management plan for the school year
4. how you will handle class rules – include specific examples in the form of discussion and visuals, lists and/or charts; what type of rules, how will they be chosen, how will they be taught?
5. how will your system specifically be designed to accommodate the strengths and weaknesses of the children you will be working with
6. an explanation of how you will work with the one child that you have who is not classified but demonstrates a pattern of disruptive behavior
7. a bibliography which includes at least two original sources from one or more of behavior theorists ;
8. an overview of how your personal system of discipline will work
9. a description of how you will incorporate specific strategies and techniques within your personal system of discipline, with reference to the particular theorists; explain how you will use these ideas
 - a. what parts of what theorists will you include, and how will you implement the ideas
 - b. for example, if class meetings are an important part of your plan, describe them in detail
 - c. whatever major system you will adopt, explain in detail how you will use it

10. charts, graphs, diagrams and/or lists as needed to illustrate your ideas
--this can include samples of rules, codes of conducts, bulletin boards,
activities, devices that you will develop as part of your discipline plan, etc.;

Additional information will be covered in class.

It is expected that this will be an on-going project through-out the course of the semester. I will post an example from a previous class in our document share on e-college.