

Rutgers, The State University of New Jersey
15:255:534 Classroom Organization and Management
Fall 2014
Alternating Tuesdays 4:30-7:30
Scott 105

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Office Hours: By appointment	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input checked="" type="checkbox"/> X Lecture <input checked="" type="checkbox"/> X Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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Course Description

New Jersey Professional Standards for Teachers (2014)¹:

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances:

- 2) The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;
- 4) The teacher brings multiple perspectives to the discussion of content,

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

including attention to learners' personal, family, and community experiences and cultural norms.

ii. Essential Knowledge

- 1) The teacher utilizes resources related to educational strategies and instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;
- 2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;
- 5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values;
- 6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:

- 1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- 2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- 3) The teacher makes learners feel valued and helps them learn to value each other; and
- 4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

i. Performances:

- 1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;
- 3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;
- 4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;
- 5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
- 6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;

8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- 2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;
- 3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;
- 4) The teacher understands how learner diversity can affect communication and know how to communicate effectively in differing environments;
- 6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

iii. Critical Dispositions

- 1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- 2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- 4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

- 3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;
- 6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;
- 7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

ii. Essential Knowledge

- 6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions

- 3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances:

- 1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;

ii. Essential Knowledge:

- 3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

iii. Critical Dispositions

- 1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction
- 4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ii. Essential Knowledge

- 2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- 4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital and visual) convey ideas, foster self-expression, and build relationships;

iii. Critical Dispositions

- 1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
- 2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;
- 4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Council for the Accreditation of Education Professionals (2013)²:

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1.1 Content Knowledge and Pedagogical Knowledge
- 1.2 Instructional Practice
 - Learning Experiences
- 1.6 Learner and Learning

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

- Learning Experiences
- 1.8 Learner and Learning
- Relationships and Communication

Course catalog description:

This course is an examination of research on classroom organization and management. There is an emphasis on strategies for effective learning environments and prevention of behavior problems. This course is based on two 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; and (2) that the goal of classroom management is not obedience, but the development of students' ability to regulate their own behavior. 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. As such, we will distinguish between low-profile desists for minor classroom disruptions and disciplinary action for significant student misbehavior

Required texts:

Weinstein, C. S., & Mignano, A. J. (2010). Elementary Classroom Management: Lessons from Research and Practice (5th edition). NY: McGraw-Hill.

Grading policy:

This course will be graded in terms of Pass/No Credit. Grades will be submitted to the registrar after course requirements are met. The Classroom Management Plan is a Middle Phase Portfolio artifact and will be scored according to the rubric online.

Written Requirements:

1. 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 have seen in your practicum placements. These two-page reflections (typed, double-spaced) should adhere to the following format: (a) **a one-page summary of the reading**, focusing on any points you found most significant, compelling, confusing, or wrongheaded; (b) 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 summary of the key points, you will be asked to re-do it.
2. Classroom Management Plan (GSE e-Portfolio Requirement) **DUE October 21, 2014**

Academic Integrity Policy:

Make sure that you provide proper citations for all materials that you use in Classroom Management Plan.

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of

policies.

Course Requirements

Given the fact that this course meets only five times and relies heavily on student participation, we expect perfect attendance. If illness or emergency prevents you from attending, you will have to arrange with your instructor to compensate for your absence (e.g., by completing additional written work). Attendance and participation in each class meeting are crucial for your learning. It is also ESSENTIAL that you're punctual.

Course Schedule by Week

DAY	Topic	Book chapters
1	EFFECTIVE CLASSROOM MANAGERS What qualities does an effective classroom manager have? How does the physical environment impact student success?	1 and 2
2	ESTABLISHING STANDARDS FOR BEHAVIOR AT THE BEGINNING OF THE YEAR What is classroom management? What is a caring classroom?	3 and 5
3	BUILDING COMMUNITY IN A CULTURALLY DIVERSE CLASSROOM How can I foster a classroom climate of respect and caring? What are some ways to become a CRCM?	7, CRCM article
4	WHEN PREVENTION IS NOT ENOUGH: DEALING WITH INAPPROPRIATE BEHAVIOR How can my use of Independent and Small Group Assignments support my classroom management? What can I do to prevent potentially explosive situations from escalating?	12
5	REFLECTING ON CLASSROOM MANAGEMENT AND THE INTERNSHIP & HELPING STUDENTS WITH SPECIAL NEEDS What accommodations have you learned for working with students?	6

Classroom 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 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?
- 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?

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)

Your Classroom Management paper must be **SUBMITTED FOR EVALUATION** by midnight of the due date in order to receive credit.

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.