

Classroom Organization
15:255:534 (Section 4)
1 Credit

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Phone Number 908-246-7898	Scott Hall, Room 115, 4:30-7:30 9/2; 9/16; 9/30; 10/14; 10/21**
Office Hours: by appointment	Prerequisites or other limitations: A student should be in an EdM+Cert degree program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

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Course Description

Course Catalogue Description:

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

Learning Goals:

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.



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.

ii. Essential Knowledge:

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;
- (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.

ii. Essential Knowledge:

- (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 knows how to communicate effectively in differing environments;
- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and
- (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;

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

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- (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 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;

Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

ii. Essential Knowledge:

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;

iii. Critical Dispositions:

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;
- (2) The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language,



abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;

(3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and

(4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ii. Essential Knowledge:

(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;

(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;

iii. Critical Dispositions:

(2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

ii. Essential Knowledge:

(1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;

(2) The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);

iii. Critical Dispositions:

(3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and

(4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.



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

Standard 1: Content and Pedagogical Knowledge

1.1 Candidate Knowledge, Skills, and Dispositions

1.2 Instructional Practice

- Learning Experiences

1.6 Learner and Learning

-Learning Experiences

1.8 Learner and Learning

- Relationships and Communication

Class Materials:

Weinstein, C. S., & Novodvorsky, I (2015). *Middle and Secondary Classroom Management: Lessons from Research and Practice* (5th edition). NY: McGraw-Hill. **Bring the book to each class session.**

Charlotte Danielson's *Framework for Teaching*: Domain 2, Components 2a-2e, The Classroom Environment

Other assorted readings and handouts (Please check your e-mail and Sakai.)

Grading and Attendance Policy:

This course will be graded in terms of Pass/No Credit. The grade will be based on classroom participation, including group/partner work, one-minute papers, class discussions and reflections; four written reflections on readings and observations; and Classroom Management Plan—mandatory portfolio assignment.

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.

Academic Integrity Policy:

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.

Website:

<https://sakai.rutgers.edu/portal> (Specific course Sakai access will be available only to those students who have officially registered for this course.)

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



Description of Activities

Attendance, participation in class discussions: In each of the five sessions you will meet and share your experiences during student teaching as they relate to classroom organization and management; view and analyze case studies; and discuss research in classroom management as it relates to practice.

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 three weeks after our last class and must be uploaded): **Classroom Organization and Management Plan. This is a mandatory portfolio assignment.**

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.



TOPICS AND READINGS

SESSION #1 (9/2/14)

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?

Assignment for next class: Due 9/16

Read Chapters 1, 2, and 5

Reflection paper on Chapter 5

Read Chapters 3 and 4

SESSION #2 (9/16/14)

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?

Assignment for next class: Due 9/30

Reflection paper on Chapters 3 and 4

Read Chapter 12

SESSION #3 (9/30/14)

COMMUNICATING EFFECTIVELY (continued)

DEALING WITH INAPPROPRIATE BEHAVIOR IN A CULTURALLY DIVERSE CLASSROOM

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

Assignment for next class: Due 10/14

Reflection paper on Chapter 12

Read Chapter 13



SESSION #4 (10/14/14)

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?

Assignment for next class: Due 10/21
Reflection paper on Chapter 13
Read Chapter 6

SESSION #5 (10/21/14)

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?
 How can I become a “culturally responsive” classroom manager?
 What have I learned about classroom management?
 How can I use my portfolio in practice?
 How do I prepare for the job interview?

Final Assignment: Classroom Organization and Management Plan. This is a mandatory portfolio assignment. (See Sakai.) Due 11/11/14