

**Rutgers, The State University of New Jersey**

**15:255:534:06:10927, Classroom Organization**

**Fall 2014**

**Tuesdays, 4:30-7:30pm**

**Bishop House, Room 211**

Instructor: Eileen Fitzpatrick	Email:ekfitzpatrick17@gmail.com
Phone Number : 732-221-4889	Location: Bishop Hall, Rm. 211
Office Hours: By appointment	Prerequisites or other limitations: <i>Prerequisite: 15:255:533. Corequisites: 15:255:535, 536.</i>
Mode of Instruction: <input checked="" 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:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Learning goals:**

**New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

**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.

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

**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 one another, 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.

**Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

**Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-readiness expectations.

**1.1** Candidates demonstrate an understanding of the critical concepts and principles in their discipline, including college and career-readiness expectations, and of the pedagogical content knowledge necessary to engage students' learning of concepts and principles in the discipline.

**Instructional Practice**

**1.2** Candidates create and implement learning experiences that motivate P-12 students, establish a positive learning environment, and support P-12 students' understanding of the central concepts and principles in the content discipline. Candidates support learners' development of deep understanding within and across content areas, building skills to access and apply what students have learned.

**1.3** Candidates design, adapt, and select a variety of valid and reliable assessments (e.g., formative and summative measures or indicators of growth and proficiency) and employ analytical skills necessary to

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<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

inform ongoing planning and instruction, as well as to understand, and help students understand their own, progress and growth.

**1.4** Candidates engage students in reasoning and collaborative problem solving related to authentic local, state, national, and global issues, incorporating new technologies and instructional tools appropriate to such tasks.

**1.5** Candidates use research and evidence to continually evaluate and improve their practice, particularly the effects of their choices and actions on others, and they adapt their teaching to meet the needs of each learner.

### **The Learner and Learning**

**1.6** Candidates design and implement appropriate and challenging learning experiences, based on an understanding of how children learn and develop. They ensure inclusive learning environments that encourage and help all P-12 students reach their full potential across a range of learner goals.

**1.7** Candidates work with P-12 students and families to create classroom cultures that support individual and collaborative learning and encourage positive social interaction, engagement in learning, and independence.

**1.8** Candidates build strong relationships with students, families, colleagues, other professionals, and community members, so that all are communicating effectively and collaborating for student growth, development, and well-being.

### **Course catalog description:**

Examination of research on classroom organization and management. Emphasis on strategies for effective learning environments and prevention of behavior problems. *Prerequisite: 15:255:533. Corequisites: 15:255:535, 536.*

### **Other description of course purposes, context, methods, etc.:**

This course focuses on learning techniques that help identify and prevent potential disruptive behavior in order to sustain a working classroom community. In such a community it is important to develop positive student – teacher relationships where students are encouraged to regulate their own behavior, and conflicts are resolved fairly.

### **Required texts:**

Weinstein, C. S. (2006), *Secondary Classroom Management: Lessons from Research and Practice* (3<sup>rd</sup> edition). New York: McGraw-Hill.

PLEASE BRING THE BOOK TO EACH SESSION.

Additional readings may be provided in class.

### **Grading policy:**

**Evaluation of Written Work** This course will be graded in terms of Pass/No Credit. Grades will be submitted to the registrar in the fall after course requirements are met.

### **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.

**Web site:** <http://academicintegrity.rutgers.edu/integrity.shtml>

## Course Requirements

**Attendance Policy:** Because this is a short course which relies heavily on student participation, I expect perfect attendance. If illness or emergency prevents you from attending, you will need to compensate for your absence by completing additional written work. Not only must you come to class, but you must also participate in class. You must come to class having finished the readings for that day and prepared to discuss the material.

## Summary of Requirements

1. Thinking on Paper: These will be done at the beginning of most classes and will follow varying formats. For example, you may be asked to write for one minute about something you learned from the reading; something you found relevant to your own classroom; a point you did not agree with; something you didn't understand. Other times you may write a reflection on a specific issue discussed in the chapter. These will be used to frame class discussions and sometimes you will be asked to hand them in.

2. Reflections on Reading and Classroom Practice: Prior to each class session you will be expected to reflect on the assigned reading and relate the key points to what you have seen in your student teaching placements. These two - three page reflections (typed, double-spaced) 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 teachers' practices with regard to the issue(s) 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 summary of the key points of the reading, you will be asked to re-do your work.

3. Classroom Organization and Management Plan (GSE e-Portfolio Requirement) (due final session):  
Your final paper has two parts.

**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:

- 1 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.)
- 2 What will you do, starting on the very first day, to create a sense of community and caring?
- 3 What specific rules will guide classroom behavior? Describe the process you will use to develop and teach these rules to your students (i.e., Will you develop them yourself, or will you generate them with students? Will you distribute or post them in writing?)
- 4 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?
- 5 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):

- 1 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)
- 2 Discuss three ways you can work to enact culturally responsive classroom management in your classroom. For example, you might discuss how would be culturally responsive when working with parents, communicating with students, establishing your expectations, and/or designing the physical environment of the classroom.

Make sure you answer **ALL** of the above questions in your paper. Also, please adhere to the following format when writing your paper.

- a. Papers must be typed, double-spaced, using Times New Roman, 12 pt. font
- b. One inch margins all around (top, bottom, left, right)
- c. While the final paper may be handed in early, it **WILL NOT** be accepted if late. No exceptions.

**Course Schedule by Week**

Week	Topics to be Covered	Assignments & Readings
September 9, 2014	<p><b>Establishing standards for behavior at the beginning of the year.</b></p> <ul style="list-style-type: none"> <li>• What is classroom management?</li> <li>• How do effective classroom managers start the school year?</li> <li>• How does the physical design influence the management plan?</li> </ul>	<p><i>Homework for next class: Read Weinstein Chapters 1, 2 and 4</i></p>
September 23, 2014	<p><b>Building an inclusive, caring classroom community.</b></p> <ul style="list-style-type: none"> <li>• What are “culturally responsive” classroom management strategies?</li> <li>• How do I create a safe, respectful classroom climate?</li> <li>• How can I help students accept responsibility for their behavior?</li> </ul>	<p><i>Homework for next class: Read Weinstein Chapters 3, 5</i></p>

<p>October 7, 2014</p>	<p><b>When prevention is not enough: Dealing with inappropriate behavior in a culturally diverse classroom.</b></p> <ul style="list-style-type: none"> <li>• What are the principals of dealing with problematic behavior?</li> <li>• What should I do when...?</li> </ul>	<p><i>Homework for next class:</i></p> <p><i>Read Weinstein Chapter 12</i></p>
<p>October 21, 2014</p>	<p><b>Dealing with inappropriate behavior and responding to aggressive behavior.</b></p> <ul style="list-style-type: none"> <li>• What can I do to prevent potentially explosive situations from escalating?</li> </ul> <p><b>Group discussion of Managements Plans</b></p> <ul style="list-style-type: none"> <li>• The creation and explanation of rules and procedures: <ul style="list-style-type: none"> <li>○ Do you want the class to help?</li> <li>○ Will they be posted?</li> <li>○ Will each student get a copy?</li> <li>○ Will parents/caregivers get a copy?</li> <li>○ Will it be in the form of a contract the students will sign?</li> <li>○ How much time will you take for this process?</li> </ul> </li> <li>• How to handle minor infractions/consequences</li> <li>• The creation of a homework policy</li> <li>• Description of the grading system: <ul style="list-style-type: none"> <li>○ Will participation count?</li> <li>○ Will students get to re-write papers or re-take an exam if they earned a bad grade?</li> <li>○ Will you give extra credit?</li> </ul> </li> <li>• How to handle routine tasks: (such as taking attendance, passing out paper, leaving class to use the restrooms)</li> <li>• The creation of an absentee/make-up work policy</li> <li>• The creation of rules/procedures for students when doing cooperative learning, problem solving, group discussions, and labs (as well as other student-student interactions)</li> </ul>	<p><i>Homework for next class:</i></p> <p><i>Classroom Management Plan</i>  <i>Read Weinstein Chapters 13, 14</i></p>
<p>November 4, 2014</p>	<p><b>CLASSROOM MANAGEMENT PLAN DUE – BE PREPARED TO SHARE YOUR PLAN WITH THE CLASS</b></p> <p><b>Helping Students with special needs. Reflecting on classroom management and the internship.</b></p> <ul style="list-style-type: none"> <li>• What are some accommodations used for special needs students?</li> <li>• What successful strategies / ineffective practices have you observed during your internship?</li> </ul>	