

Classroom Organization
15:255:534
1 Credit

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Phone Number: 732-932-7496	10 Seminary Place, Room 030
Office Hours: by appointment	Prerequisites or other limitations:
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input 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:

Learning goals

This course focuses on learning about 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 build positive student-teacher relationships where students are encouraged to regulate their own behavior and conflicts (if/when they occur) can be resolved fairly.

Course catalogue 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. Particular attention is given to ways of managing diverse classrooms in culturally competent ways.

Class materials and readings

Weinstein, C. S. (2006), *Secondary Classroom Management: Lessons from Research and Practice* (3rd edition). New York: McGraw-Hill.
Weinstein, C.S., Tomlinson-Clarke, S., & Curran, M. (2004). "Toward a Conception of Culturally Responsive Classroom Management." *Journal of Teacher Education*, 55; 25-38. DOI: 10.1177/0022487103259812.

Grading

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.

Description of Activities

1. Attendance and Participation: 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. As a teacher, you will be expected to have clear and strong opinions and be able to express them to your students. In this class, you will have an opportunity to practice those thinking and talking skills. You must come to class having finished the readings for that day and prepared to discuss and reflect upon the material.

2. Final paper (due October 20th, 2014): 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.

Academic integrity: Make sure that you provide proper citations for all materials that you use in your lesson and unit plans.

Tentative list of topics for discussions (by day)

DATE	WHAT WE'RE DOING IN CLASS	HOMEWORK
June 3	<ul style="list-style-type: none"> • Introduction to the course • Pair/Share/Discuss • What is classroom management? • Establishing norms/standards for behavior at the beginning of the year • Small group discussion of management questions 	<ul style="list-style-type: none"> • Read Weinstein, Chapters 1, 4
June 4	<ul style="list-style-type: none"> • Pair/Share/Discuss • Building a more inclusive, caring classroom community • Preventative measures for classroom management • Active listening • Small group discussion of management questions 	<ul style="list-style-type: none"> • Read Weinstein Chapters 3, 5 • Read Weinstein, Tomlinson-Clarke, Curran, "Toward a conception of culturally responsive classroom management"
June 5	<ul style="list-style-type: none"> • Pair/Share/Discuss • When prevention is not enough: dealing with inappropriate behavior in a culturally diverse classroom • Small group discussion of management questions 	<ul style="list-style-type: none"> • Read Weinstein, Chapter 12
June 6	<ul style="list-style-type: none"> • Pair/Share/Discuss • Dealing with inappropriate behavior and responding to aggressive behavior • Small group discussion of management questions 	<ul style="list-style-type: none"> • Read Weinstein, Chapter 13 • Work on your final paper. Please save your paper with the following file name: "Your Last Name, Your First Name, CO 2013" • Email to: ekatic@ramapo.edu or katic@rci.rutgers.edu on or before 10/20/14
October 20	<ul style="list-style-type: none"> • Final paper due • Discussion of student teaching and classroom management strategies • Small group discussion of management questions 	

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