

Classroom Organization and Management

15:255:534:06

Tuesdays 9/6, 9/20, 10/4, 10/18, 11/1

Murry Hall, 112

1 Credit

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Office Hours: by appointment	Prerequisites or other limitations: Admission to the GSE Teacher Education Programs Co-Requisites: 15:255:533; 15:255:535; 15:255:536
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: from the instructor

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Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

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.

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, 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)²:

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

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 catalogue 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.

Class materials:

Required texts:

Weinstein, C. S., & Novodvorsky, I. (2015). Middle and Secondary Classroom Management: Lessons from Research and Practice (5th edition). NY: McGraw-Hill. ISBN: 978-0-07-802453-5

Suggested texts and resources:

Wong, H. K., & Wong, R. T. (2009). The First Days of School: How to be an Effective Teacher (4th edition). ISBN: 978-0976423317

**** *Additional readings may be provided in class or on Sakai* ****

Grading and Activities:

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

Academic Integrity Policy:

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

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 be 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 to relate what you are reading to what you have seen in your student teaching placements.

These two to three 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) 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, 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 goals 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 your 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 (a) collecting homework, (b) going to the restroom, (c) taking attendance, and (d) 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 works, 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 influence, managing today’s divers 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 you 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.

Topics for Discussion

Week	Topics to be Covered	Assignments & Readings
1 Sept. 6	<p>Establishing standards for behavior at the beginning of the year.</p> <ul style="list-style-type: none"> • What is classroom management? • How do effective classroom managers start the school year? • How does the physical design influence the management plan? 	<p>For this class meeting: Read and be prepared to discuss Weinstein: Chapter 1 – <i>Managing Classrooms to Nurture Students, Build Self-Discipline, and Promote Learning</i>, Chapter 2 – <i>Designing the Physical Environment</i>, Chapter 5 – <i>Establishing Expectations for Behavior</i></p> <p>Homework for next class: Read Wienstein: Chapter 3 – <i>Developing Positive Teacher-</i></p>

		<p><i>Student Relationships, Chapter 4 – Fostering Positive Peer Relationships, and Chapter 7 – Working with Families, and the hand out, Culturally Responsive Classroom Management, Awareness into Action (on Sakai)</i></p> <p>Write a two to three page reflection discussing how you will demonstrate cultural responsiveness in your classroom.</p>
<p>2 Sept. 20</p>	<p>Building an inclusive, caring classroom community.</p> <ul style="list-style-type: none"> • What are “culturally responsive” classroom management strategies? • How do I create a safe, respectful classroom climate? • How can I help students accept responsibility for their behavior? <p>Discussion of readings. <u>Topics to consider:</u> Culturally responsive classroom management strategies:</p> <ul style="list-style-type: none"> • Understanding ethnocentrism • Knowledge of students’ backgrounds • Understanding broader social, economic, and political contexts • Ability and willingness to use culturally appropriate management strategies • Commitment to building caring classrooms <p>Incorporating community building strategies Creating a physically and emotionally safe environment Creating an unbiased environment Engendering cooperation and equity</p>	<p>Homework for next class: Read and write a reflection on Weinstein Chapter 12 – <i>Responding Effectively to Inappropriate Behavior</i></p>
<p>3 Oct 4</p>	<p>When prevention is not enough: Dealing with inappropriate behavior in a culturally diverse classroom.</p> <ul style="list-style-type: none"> • What are the principles of dealing with problematic behavior? • What should I do when...? <p>Discussion of the readings.</p>	<p>Homework for next class: Read and write a reflection on Weinstein Chapter 13 – <i>Preventing and responding to Violence</i></p>
<p>4 October 18</p>	<p>Dealing with inappropriate behavior and responding to aggressive behavior.</p> <ul style="list-style-type: none"> • What can I do to prevent potentially explosive situations from escalating? 	<p>Homework for next class: Classroom Management Plan due.</p>

	<p>Group discussion of Management Plans</p> <ul style="list-style-type: none"> • The creating and explanation of rules and procedures: <ul style="list-style-type: none"> ○ Do you want the class to help? ○ Will they be posted? ○ Will each student get a copy? ○ Will parents/caregivers get a copy? ○ Will it be in the form of a contract the students will sign? ○ How much time will you take for this process? • How to handle minor infractions/consequences • The creation of a homework policy • Description of the grading system: <ul style="list-style-type: none"> ○ Will participation count? ○ Will students get to re-write papers or retake an exam if they earned a bad grade? ○ Will you give extra credit? • How to handle routine tasks, such as taking attendance, passing out paper, leaving class to use the restroom • The creating of an absentee/make-up work policy • The creating of rules/procedures for students when doing cooperative learning, problem solving, group discussions, and labs (as well as other student-student interactions) 	<p>Read Weinstein Chapter 6 – <i>Knowing your Students and their Special Needs</i></p>
<p>5 Nov 1</p>	<p>CLASSROOM MANAGEMENT PLAN DUE – BE PREPARED TO SHARE YOUR PLAN WITH THE CLASS</p> <p>Helping students with special needs. Reflecting on classroom management and the internship.</p> <ul style="list-style-type: none"> • What are some accommodations used for special needs students? • What successful strategies / ineffective practices have you observed during your internship? 	

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.