

Classroom Organization and Management

15:255:534:03

June 20-23 + one meeting in fall 2016

Frelinghuysen A2

1 Credit

Instructor: Carolyn Q. Hickey	Carolyn.hickey@gse.rutgers.edu
Phone Number 908.625.1685	10 Seminary Pl Rm 212
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

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 documentation: <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>.

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.

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.

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:

Weinstein, C. S., & Mignano, A. J. (2014). Elementary Classroom Management: Lessons from Research and Practice (6th edition). NY: 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.

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. The Classroom Management Plan is a Middle Phase Portfolio artifact and will be scored according to the rubric below.

Written Requirements:

1. Thinking on paper: These will be done at the beginning of most classes and will follow varying formats. For example, we 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 we might ask you to reflect on a specific issue discussed in the chapter. These will sometimes 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 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.

3. Classroom Organization and Management Plan (GSEe-Portfolio Requirement) DUE November 1, 2016

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

Description of activities:

Attendance and participation in each class meeting are crucial for your learning. It is also ESSENTIAL to be punctual.

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).

Topics for Discussion

DAY	Topic	Book chapters	NJCCCS
1 6/20	EFFECTIVE CLASSROOM MANAGERS What qualities does an effective classroom manager have? How does the physical environment impact student success?	6 th ed: 1 & 2 5 th ed: 1 & 2	6.1 6.2
2 6/21	ESTABLISHING STANDARDS FOR BEHAVIOR AT THE BEGINNING OF THE YEAR What sets the tone for effective classroom management? How do you create a caring climate?	6 th ed: 3 & 5 5 th ed: 3 & 4	6.7 6.8 6.9 6.10 6.11 6.12
3 6/22	BUILDING COMMUNITY IN A CULTURALLY DIVERSE CLASSROOM How can I foster a classroom climate of respect and become culturally responsive?	6 th ed: 4 or 7 5 th ed: 6 AND CRCM article	2.3 2.4
4 6/23	WHEN PREVENTION IS NOT ENOUGH: DEALING WITH INAPPROPRIATE BEHAVIOR What are some possible causes for misbehavior? What can you do to prevent situations from escalating?	6 th ed: 9 & 12 5 th ed: 8 & 12	6.5 6.6 6.12
5 11/1	REFLECTING ON CLASSROOM MANAGEMENT in THE INTERNSHIP & HELPING STUDENTS WITH SPECIAL NEEDS What strategies have you learned for working with all your students?	6 th ed: 6 5 th ed: 5	6.3 6.4

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 November 11/1/2016 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.