

Classroom Organization and Management
15:255:534:05
June 20-23 + one meeting in fall 2016
Scott 101
1 Credit

| | |
|--|---|
| Instructor: Carolyn Q. Hickey | Carolyn.hickey@gse.rutgers.edu |
| Phone Number 908.625.1685 | 10 Seminary Pl Rm 205C |
| 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.

Written Requirements:

1. 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.

2. Problem-posing vignette: You will write a 2-3 page descriptive vignette of a specific event, from any previous field placements, that was particularly interesting, provocative, troubling or challenging. Include a focusing question for group discussion. This vignette will be shared with a small using a particular discussion format called a "reflective conversation." The group will make observations and raise questions. Eventually, one member's vignette will be chosen as the focal dilemma. Personal vignette is **due Jun 22**.

Each member will then research and select an article that addresses the scenario and offers some type of solution-based strategies or perspectives. The group reconvenes and puts together a Problem/Solution presentation for the whole class. Article with suggestion / solution **due Nov 1**.

Academic integrity: Make sure that you provide proper citations for any materials that you use in Problem Posing Vignette solutions and/or suggestions.

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 | Chapters to be Read for the session | NJCCCS |
|------------|---|--|---|
| 1 6/20 | EFFECTIVE CLASSROOM MANAGERS What qualities does an effective classroom manager have? How does the physical environment impact student success? | Introduction & Designing the Physical Environment | 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? | Developing Positive Teacher – Student Relationships or Building Respectful Caring Relationships & Establishing Expectations / Norms for Behavior | 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? Problem Posing Vignette Due | Knowing Your Students and their Special Needs | 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? | Responding Effectively to Problem / Inappropriate Behaviors | 6.5 6.6 6.12 |

| | | | |
|-----------|--|-------------------------------|------------|
| 5 11/1 | REFLECTING ON CLASSROOM MANAGEMENT in THE INTERNSHIP What strategies have you learned for working with all your students? Vignette Solution / Suggestions Due | Enhancing Student Motivations | 6.3 6.4 |
|-----------|--|-------------------------------|------------|

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.