



**Professional Education Unit
Department of Middle and Secondary Education**

**CLASSROOM ORGANIZATION AND MANAGEMENT
FOR SECONDARY TEACHERS (Face to face)**

EDSE 483 001

MW F1 10:20-11:20am

Spring 2010

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Office hours: MW 11:30am-2pm and by appt.

Course Description: Classroom Organization and Management for Secondary Teachers. (3-0-3); I, II. Designed to provide assistance in establishing organized, well managed regular classrooms, labs, and other settings in secondary schools (8-12). Emphasis is placed upon developing procedures, adaptations, and rules for class organization and management. Various models of classroom management will be studied and options for dealing with disruptive students will be described.

Prerequisite: Admission to the Teacher Education Program

Required Field Experience Hours: 24

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s):

Students will be able to recognize and identify a variety of classroom situations, and correctly apply appropriate classroom management strategies to establish and maintain a positive learning environment for all students with various needs and interests. Class members will be expected to become familiar with the theories, theorists, terms, and resources contained in the text(s) along with information contained in presentations, lectures, observations, and discussions in class.

By the end of this course, the candidate will be able to:

1. Students will explore their individual experiences with teaching and learning, apply these experiences to their present concern, and develop a personal philosophy of teaching and learning.
2. Students will conduct research into a variety of classroom organization and management theories and create their own personal philosophy of classroom management.
3. Students will demonstrate knowledge about TPA for instruction within their own specific content area of study, especially as this pertains to academic expectations, program of studies, and core content.
4. Students will collaborate with their peers to research, develop, and present a specific classroom organization and management theory.
5. Students will engage in a variety of classroom individual, small-group, and large group activities designed to allow students to develop their own classroom organization and management philosophy.

NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:

Program:	Secondary Grades (9-12)		EDSE 483		
Aligned with → Assessment (point values) ↓	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	SPA	NCATE
Participation, 50 CFO: 1, 3 SLO: 1-5	1,7,9,10	6.1-6.3	N/A	N/A	
Presentation, 100 CFO: 2, 3 SLO: 3	2,3,4	5.1, 6.1-6.3	Diversity	N/A	1,3,4
First classroom management philosophy paper, 75 CFO: 1, 2, 4 SLO: 1	1, 3, 4, 7, 8	5.3, 6.1-6.3	Diversity, achievement gap	N/A	1,3,4
Second classroom	1, 3, 4, 7, 8	5.3, 6.1-6.3	Diversity, literacy,	N/A	1,3,4

management philosophy paper, 75 CFO: 1,2, 4 SLO: 1			achievement gap		
Student/teacher interaction analysis, 150 CFO: 2-5 SLO: 1,2	1,7, 8	5.1, 6.2, 6.3	Diversity, assessment, literacy, achievement gap	N/A	1,3,4
Classroom management plan, 150 CFO: 2-5 SLO: 1,2,5	1, 2, 3, 4, 8	5.1, 6.2, 6.3	Diversity, assessment, literacy, achievement gap	N/A	1,3,4
Case study analysis, 50 CFO: 2,3 SLO: 4,5	1, 3, 5, 8	5.1, 5.4, 5.6	Diversity, achievement gap	N/A	1,3,4

Assignment Descriptions:

Program: Secondary Grades (9-12) EDSE 483	
Assessment (point value)	Description
Participation, 50	Each student is expected to attend class, be punctual , and participate . For each class period that a presentation is not given, students will be expected to prepare discussion questions/points of consideration or confusion that will provide the basis for class discussion.
Presentation, 100	<p>Each student is responsible for leading one class discussion (solo or with a partner) on a topic and the assigned reading. You will be expected to discuss how the assigned article speaks to the assigned chapter for that week, and how the information is/not critical to pedagogical practices. You have considerable leeway in how you would like your presentations to proceed. My expectation is that the presentations will include some or all of the following components:</p> <ul style="list-style-type: none"> • Analysis of required readings. • Detailed focus on a selected topic(s). Presentations can focus on historical issues, conceptual questions, research findings, applications to education and teacher training, or some other area relevant to the class topic. • Discussion of topic relevance for teacher training. You are encouraged to connect up the class readings with your own professional goals. Feel free to use the presentation as a way to talk about your own thinking as a student researcher or teacher. <p>The presentation should include time to: (a) review parts of the readings that you found particularly important; (b) generate class discussion; (c) highlight problematic areas or important questions; (d) wrap-up at the end with the main ideas generated by the presentation, readings, and class discussion along with providing your own reasoned viewpoint. €</p>
First classroom management philosophy paper, 75	<p>Each student will be responsible for writing two philosophy papers during the semester. Your paper should address the following:</p> <ul style="list-style-type: none"> • What you believe to be the true purpose of education • What you believe qualifies you to be a teacher • How you believe children best learn • How you believe your emphasis area fits into the picture of education children • The roles of kids, teachers, administrators, and parents play in the educational process©
Second classroom management philosophy paper, 75	This second paper will be a reflection of what you wrote at the beginning of the semester, and should demonstrate further reflection on your professional development. Your paper should address the topics listed for the first, and is not limited to these.

<p>Student/teacher interaction analysis, 150</p>	<p>This exercise will help you to gain insight into classroom dynamics and interactions. You will conduct this assignment in your field experience classroom; it will involve intense and thorough observation and analysis.</p> <ul style="list-style-type: none"> • Construct a diagram of your classroom. Indicate the seating arrangement (including demographics of each student e.g., HM indicating Hispanic male). Primary instructional area, arrangement of classroom furniture, etc. • Develop a series of symbols that you will use to code interactions. Create a legend (like that on a map) to explain each symbol you use. The code must include symbols that indicate, and are not limited to, the following: on/off task behavior, teacher movement, teacher interaction with students of race, gender, achievement levels (if these can be ascertained), and any specific difference you note. • Chart 3 separate 15 intervals of observation time – one chart the first 15 minutes of class, a second somewhere in the middle of class, and a third the last 15 minutes of class. Please label each chart with the title, time period (1, 2 or 3), and label codes/legend. • Based upon your observational data, what can you say about the following? Write at least a paragraph about each: <ul style="list-style-type: none"> ○ Involvement of learners – what can you say about the number of students on/off task? ○ Teacher interaction – what can you say about the interaction of the teacher with females, males, students of historically minority backgrounds, low achieving students, G/T students? ○ Teacher monitoring – what can you say about the teacher’s ability to monitor what was happening in the classroom? Where was s/he during all phases of instruction? • Reflect upon what you observed and recorded. What are some implications for developing your own teaching style (at least 2 pp)? ©
<p>Classroom management plan, 150</p>	<p>This will be comprised of 2 parts. Part I: Classroom organization and management plan of your cooperating teacher. Based upon observation and conversations with your cooperating teacher, you should provide descriptive examples and illustrations of the following:</p> <ul style="list-style-type: none"> • Classroom rules • List the rules • Are the rules clearly stated? • Have the rules been clearly communicated/articulated to the students? If so, how? • Were students involved in making the rules, or did the teacher construct them? • Do you think the rules were consistently enforced, based upon your observations? • How are the classroom rules similar to/different from the school rules? • Incentives for appropriate behavior and consequences for inappropriate behavior • What are the incentives for appropriate behavior? • What are the consequences for inappropriate behavior? • How are these similar to/different from the school consequences? • Classroom organization and procedures • Construct a diagram which shows the organization of the classroom (student/teacher desks, primary instruction area, special areas of the class, blackboards, TV, computer, overhead, etc.) • How does the teacher check roll; collect and distribute materials; provide for missed and make-up work; provide for students who need to leave the room during class; make assignments and announcements; provide for students with special instructional needs?

	<ul style="list-style-type: none"> • Parental involvement • How does your cooperating teacher involve parents? • Reflective comments on the effectiveness of the management practices of your cooperating teacher <p>Part II: Your classroom organization and management plan. This plan must include a diagram of how you will organize your classroom (seating, instructional area, special areas, etc.) with a justification of the organization; the rules you will use, and the process (reasons-justifications) for using these rules; incentives for positive behavior; consequences for negative behavior; procedures you will use; how you will involve parents. Be certain to provide your rationale for the decisions you make.</p> <ul style="list-style-type: none"> • List the rules you will have for your class • How will you clearly state these rules? • How will you clearly articulate these rules to your class and the parents of your students? • Will you involve students in the construction of the rules? Why/not? • How will you ensure the rules will be consistently enforced? • Incentives for good behavior and consequences for poor behavior • What incentives will you provide for good behavior? • What consequences will you issue for poor behavior? <p>Construct a diagram of how you will physically organize your classroom and explain why you will have it arranged this way.</p> <p>How will you do the following on a consistent basis?</p> <ul style="list-style-type: none"> • Check role • Collect and distribute materials • Provide for missed and make-up work • Provide for students who need to leave the room during class • Make assignments and announcements • Arrange/rearrange the classroom to facilitate special activities • How will you involve the students' parents? ©
Case study analysis, 50	<p>Each student will be required to participate in a group presentation, and to write an analysis on the case. The write up should include the following four sections:</p> <ul style="list-style-type: none"> • Statement of facts in the case, providing sufficient detail to tell the story adequately • Statement of the problem(s) presented in the narrative • Statement of probable solutions to the problem(s) • Reflection on the lessons learned from the case • What you learned • How this will make you a better instructor©

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Grading Scale:

- 650-585 = A
- 585-521 = B
- 520-456 = C
- 455-391 = D
- 390-0 = E

Required Textbooks:

Manning, M. L. & Bucher, K. T. (2007). Classroom management: Models, applications, and cases, (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall

Course Evaluation:

Students' course evaluation will be determined by in class and out of class assignments, including: classroom management philosophy papers, a student/teacher interaction analysis, and a classroom management plan. The course evaluation is based upon a 650 point scale. The instructor expects completion of all assignments and readings. Hard copies of papers are required (NOT email attachments). All written assignments (other than electronic communication) must be double spaced, using the style requirements of the candidate's particular discipline (e.g., social studies – MLA style). Explanation of course assignments and their point values are detailed in the tables that follow.

Attendance Policy:

Students are expected to attend all classes, to be punctual, to be prepared, and to participate. Absences will effect directly your final course evaluation. **Students are expected to notify the instructor if it is necessary to be late or absent from class.** Students will be allowed 3 unexcused absences (or 3 hours worth of unexcused absences). Should your number of unexcused absences surpass three, five points will be deducted, for each unexcused absence past three.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

EDSE 483 001
Spring 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
January 11	Introduction		
January 13	Concepts, including diversity; difference; identity; social education	Strauss, "What is liberal education?"	
January 15	Concepts, classroom management	Ch. 1	
January 18	MLK, Jr. Holiday	N/A	N/A
January 20	Concepts, including diversity; difference; identity; social education	Menand, "Diversity"	
January 25	Foundations of classroom management theories	Ch. 2	Classroom management philosophy paper due (first draft)
January 27	Setting the learning environment	In-class handouts	
January 29	Assertive discipline	Ch. 3	
February 1	Assertive discipline and providing a caring environment	Rigby, "Health consequences of bullying and its prevention in schools"	
February 3	In class activity		
February 8	Democratic teaching	Ch. 4	Classroom rules due
February 10	Democratic teaching	Schultz et al, "Democratizing conversations: Racialized talk in a post-desegregated middle school"	
February 12	Congruent communication	Ch. 5	
February 15	Evaluating communication	Stein, "Sexual harassment in school: The public performance of gendered violence"	
February 17	In class activity	N/A	
February 22	Giving feedback	Handouts/notes provided by instructor	
February 24	Instructional management	Ch. 6	
February 26	Instructional management	Fenwick, "Managing space, energy, and self"	Classroom setup diagram due
March 1	Discipline	Ch. 7	

March 3	Discipline	Ferguson, "Naughty by nature"	
March 8	Positive classroom management	Ch. 8	
March 10	Positive classroom management	Delpit, "The silenced dialogue"	Interaction analyses due
March 12	Positive classroom management	Cochran-Smith, "Uncertain allies: Understanding the boundaries of race and teaching"	
March 15-19	Spring Break	N/A	
March 22	Inner discipline	Ch. 9	Case study analyses due
March 24	Inner discipline	McPhail et al, "The role of interest in fostering sixth grade students' identities as competent learners"	
March 29	Inner discipline and group dynamics	In-class handouts	
March 31	Group formation	Sherif, "Experiments in Group Conflict"	
April 2	Inner discipline/bullying	Juvonen, "Self-views versus peer perceptions of victim status among early adolescents"	
April 5	Consistency management	Ch. 10	
April 7	In class activity	N/A	Addressing behavioral disruptions due
April 12	Judicious discipline	Ch. 11	
April 14	Additional theorists	Ch. 12	
April 16	In class activity	N/A	
April 19	Creating safe environments	Ch. 13	
April 21	Creating safe environments and bullying/victimization	Owens et al, "Victimization among teenage girls"	
April 26	Developing personal classroom management philosophy	Ch. 14	
April 28	Applying management philosophy in your classroom	Ch. 15	
April 30	In class activity	N/A	Classroom management philosophy paper due (final draft)
May 3	Finals Week	N/A	FINAL PROJECT DUE 5PM

*denote Field Experience Day --- Report to school.

^denote No Class – independent readings/assignments in Blackboard