

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 02/02/2021 Date revised 12/8/2021

4. Department/discipline: Education

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Classroom Management  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: EDU 8. Course Level: 4100

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course provides the knowledge, skills, and understanding of preparing a safe and productive learning environment for students. In particular, the impact of strategies on managing children from early childhood to intermediate grades within an educational setting. Ten (10) hours of field experience is required.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Admission to Teacher Education

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

- Designing Effective Classroom Management (2015) by Jason Harlacher. Marzano
- Graham, E. J., & Graham, E. J. (2018). Authority or democracy? integrating two perspectives on equitable classroom management in urban schools. The Urban Review, 50(3), 493-515. doi:10.1007/s11256-017-0443-8

14. **Course Content** (Provide an outline of major topics covered in course)

- Theories Philosophies of Classroom Management
- Philosophies of Ojibwe Behavior Management
- Understanding the Learning Environment to include positive social interaction, active engagement in learning, and self-motivation, as well as developing gikendaasowin and gwayakwaadiziwin

- Strategies of Classroom Management to include: engagement, motivational strategies, classroom organization, teacher–student relationships, strength-based lens, social-emotional learning, individual interventions, and restorative practices
- Classroom management best practices in distance learning
- Practicing effective forms of communication
- Being a reflective practitioner who evaluates own choices and actions on others including their own bias in classroom management; and is reflective in their own ability or role in zaagi' idiwin

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Describe three motivational strategies used in the field experience and the impact on the student.	C, D	
Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student’s classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.	C, D	1, 2
Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	A, B	

Evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community for professional growth.	C, D	6
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**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

Subpart 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- 6B. understand how social groups function and influence people, and how people influence groups;
- 6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
- 6D. know how to help people work productively and cooperatively with each other in complex social settings;
- 6E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- 6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- 6G. understand how participation supports commitment;
- 6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- 6I. establish peer relationships to promote learning;
- 6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- 6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- 6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- 6M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- 6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- 6O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- 6P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- 6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- 6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individual.

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- 7J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;

Subpart 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others,

including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10C. understand the influences of the teacher's behavior on student growth and learning;

10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

**Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education**

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