



# EDU 200 Classroom Management

Lezlie Coad

UNITED TRIBES TECHNICAL COLLEGE

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## COURSE INFORMATION

This course will prepare prospective educators to be responsive to the needs of students by providing a classroom environment in which all students can grow and thrive, including those from culturally, linguistically and ability diverse backgrounds. Course participants will experience various approaches and models for classroom discipline and develop their own personal style. They will also explore practical techniques for organizing and arranging classrooms to maximize learning.

Credits: 2

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## CLASS INFORMATION

Section Number: A

Term: Fall      Year: 2024      Start Date: 8/27/2024      End Date: 12/13/2024

Meeting Times: Tuesday & Thursday 11:00 - 11:50 AM

Delivery Mode: Face to Face

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## INSTRUCTOR

Lezlie Coad

Email: [lmcelwee@uttc.edu](mailto:lmcelwee@uttc.edu)

Office Phone: (701) 221-1752

Mobile Phone: (701) 400-6782

Office Location: Main Education Building 122

Office Hours:

MWF 10:00 - 12:00 PM TTh 1:00 PM - 2:00 PM

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## TEXTBOOKS

Anderson, M. (2015). The first six weeks of school. Center For Responsive Schools Inc.

Roberts, M. (2017). Hacking classroom management : 10 ideas to help you become the type of teacher they make movies about. Times 10 Publications.

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## INSTITUTIONAL LEARNER OUTCOMES

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

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## PROGRAM OUTCOMES

Identify aspects of a supportive and safe learning environment.

## EXTERNAL STANDARDS

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### InTASC Standards

#### Target Standards

##### InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### InTASC Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### North Dakota Program Approval and Teacher Education Standards

#### Target Standards

##### 50015 Elementary Education:

##### STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

##### Components

50015.1b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

##### STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

## Components

50015.3e Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

50015.3f Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

## COURSE OBJECTIVES

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1. Examine various models and approaches to classroom management.
2. Determine how productivity can be maximized in classrooms through careful organization of time, space, materials, equipment for instruction, communication, questioning techniques and instructional planning.
3. Research the importance of parent involvement in education and how it is related to successful classroom management.
4. Apply the integration of technology to educational and non-educational duties.

### A. GRADING SCALE

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Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

### B. COMMUNICATION

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Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

### C. ATTENDANCE

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Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](http://My.UTTC.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

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## **SUMMIT PARTICIPATION - FALL 2024**

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

*Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.*

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## **D. LATE ASSIGNMENT SUBMISSIONS**

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

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## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

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## **F. EARLY ALERT SYSTEM**

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **G. ACADEMIC HONESTY**

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

## **H. STUDENTS WITH DISABILITIES**

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United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

## **I. TITLE IX STATEMENT**

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Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

## **J. DIVERSITY AND EQUITY STATEMENT**

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United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

### **EQUITY STATEMENT**

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

## K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

### EDU 200 CLASSROOM MANAGEMENT FALL 2024

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
<b>1</b> <b>Aug 26 - 30</b>	Introduction to EDU 200 Relationship Building Activities	Education Leadership Classroom Management Article	VIP responses sheet
<b>2</b> <b>Sept 2 – 6</b>	Introduction/Mindsets Effective Teacher	The 1 <sup>st</sup> Six Weeks of School All About Me Slides	Reading Take-Aways and Share-Outs
<b>3</b> <b>Sept 9 - 13</b>	Labor Day Sept 2 (College Closed) Family Day at Powwow (No Classes)		
	Tribal Leaders Summit		
<b>4</b> <b>Sept 16 -20</b>	Founders Day Sept. 9 (College Closed)	The 1 <sup>st</sup> Six Weeks of School	Title Slide & All About Me Presentations
	Engaged Learner Effective Teacher	Effective Teacher Video Articles Engagement Resources	Morning Meeting
<b>5</b> <b>Sept 23 - 27</b>	Learning Environment	The 1 <sup>st</sup> Six Weeks of School Rules/Expectations	Share-Out/feedback Reading Take-Aways and Share-Outs
<b>6</b> <b>Sept 30 – Oct 4</b>	Philosophy/Mission	The 1 <sup>st</sup> Six Weeks of School	Share-Out/feedback Observation Notes
	Morning Meetings	Classroom Incentive Plan	Teacher Mission Morning Meetings

		Video-Positive Expectations	
<b>7</b> <b>Oct 7 - 11</b>	Procedures/Expectations	Classroom Incentive Plan Video-Positive Expectations	Video notes/share-out
<b>8</b> <b>Oct 14 - 18</b>	Indigenous Day Oct. 14 (College Closed)	Video - Discipline & Procedures	Midterm Classroom Management Presentation/Rubric
	Midterm Grades Due 10/18		
<b>9</b> <b>Oct 21 - 25</b>	Classroom Procedures	Hacking Classroom Management Unit C- Classroom Management Classroom Procedures	4 Classroom Procedure One poster
<b>10</b> <b>Oct 28 – Nov 1</b>	Behavior Management	Hacking Classroom Management Classroom Procedures	Classroom Management/Discipline Plan
<b>11</b> <b>Nov 4 – 8</b>	Differentiation  Culturally Responsive Teaching Response	Hacking Classroom Management Video Modeling Journal Article Review and Presentation	Classroom Management Journal article paper/share-out
<b>12</b> <b>Nov 11 - 15</b>	Veterans Day Nov 11 (College Closed)	Hacking Classroom Management Family letter/Social Media	Family letter/Social Media
	Collaboration		
<b>13</b> <b>Nov 18 - 22</b>	Organization Culture	Hacking Classroom Management Video-Cooperative Learning & Culture	Culturally Responsive Teaching Response integration
<b>14</b> <b>Nov 25 - 29</b>	Thanksgiving Break Nov. 28 – 29 (College Closed)	Hacking Classroom Management Energizing and Calming Brain Breaks	Brain Break Share-outs
	Motivation/Engagement		

<b>15 Dec 2 – 6</b>	Final Presentation/Course Wrap-up		
<b>16 Dec 9 - 13</b>	Classroom Management Plan		Classroom Management Presentation
<b>GRADES DUE</b>	<b>Grades DUE December 16, 2024</b>		

## FACE-TO-FACE

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### PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

### CELL PHONES and LAPTOPS

Cell phones are turned off during class times out of respect for the other students and the instructor. If a student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

### STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

### BASIC NEEDS

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.