



# EDU 200 Classroom Management

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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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

## CLASS INFORMATION

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Section Number:

Term: Spring    Year: 2025    Start Date: 1/14/2025    End Date: 5/2/2025

## INSTRUCTOR

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Brenda Rhone

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Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

## TEXTBOOKS

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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.

## INSTITUTIONAL LEARNER OUTCOMES

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

## PROGRAM OUTCOMES

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Identify aspects of a supportive and safe learning environment.

## EXTERNAL STANDARDS

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Council for the Accreditation of Educator Programs (CAEP) Standards

## **Target Standards**

### **CAEP Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels.

## **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.

## **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.

## GRADING INFORMATION

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The Teacher Education Department expects all assignments to be completed on the due data and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

### 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](https://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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## **D. LATE ASSIGNMENT SUBMISSIONS**

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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.

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

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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.

## **F. THUNDER ALERT SYSTEM**

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UTTC’s Thunder Alert System (TAS) 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 Thunder 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 on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder 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.

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### **ARTIFICIAL INTELLIGENCE (AI) USE POLICY**

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
  - Replace original student work
  - Compromise the evaluation of student learning outcomes
  - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

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## **H. STUDENTS WITH DISABILITIES**

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).

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## **I. TITLE IX STATEMENT**

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**

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

## **ONLINE**

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### **Regular and Substantive Interaction (RSI) Statement**

- This course meets the regular and substantive interaction requirements for online courses. The instructor for this online course will do the following: Monitor your academic engagement and success and contact you regarding your progress using your UTTC email.
- Regularly communicate with you through virtual meetings (Zoom) regarding course content and expectations.
- Engage in the discussion forum on a weekly basis.
- Provide detailed and personalized feedback on your papers and projects.
- Respond to student questions through UTTC email or telephone in a timely manner.

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### **Virtual Meetings**

This course is offered completely online but it does include a synchronous component in the form of Zoom meetings. A synchronous Zoom meeting refers to a meeting when all of the students and the instructor in a class come together at the same time and discuss class materials, projects, or other topics virtually using Zoom. Please note that this is not a

self-paced course, one that you do on your own time and pace. There is a class schedule, and it is strictly followed. Please be aware of the dates on the course schedule for your assignments and scheduled Zoom meetings.

Netiquette Discussion Forum Guidelines

Netiquette guidelines address communication behaviors that are particular to an online environment. Below are some general netiquette guidelines for online discussion boards.

- 1. **Be Inclusive.** It is important to be intentional about making sure we “see” each other in an online community. You can do this by making sure that everyone has at least one response. Tip: If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply to people who post questions or comments to you.
- 2. **Be on time.** Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time. Tip: Set calendar reminders to make sure you contribute on time.
- 3. **Disagree respectfully.** Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise, communication may break down. Tip: You might start the conversation with a question to clarify or get more information before you explain your different perspective. For example, “Nate, can you tell me more about what you meant when you said that meals for elderly are a poor use of community resources?” Tip: Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by facts and more information. For example, instead of saying, “Jacey, your discussion makes no sense”, you can say, “Jacey, I didn’t understand what you meant when you said the new program was not working. Can you provide more information?”
- 4. **Be concise.** Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise. Tip: Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.
- 5. **Stay on topic.** Off-topic comments can derail our conversation. You can post off-topic comments in our open discussion forum or one of the other communication modes we are using in the course.
- 6. **NO YELLING.** When you write in uppercase letters in online communication, it is usually interpreted as yelling.
- 7. **Add some emotion.** Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can also be annoying to readers if you use too many (which is probably the opposite of your intention).
- 8. **Use humor carefully.** Sarcasm in particular does not translate well in an online environment. It is best to avoid the potential pitfalls of misunderstood messages.

COURSE CALENDAR

Module	Academic Topic Instructional Strategy	Book Chapters	Assessment (Formative – Summative
1	Classroom Management Introduction	First Six Weeks of School, Preparing for a New Year  Hacking Classroom Mgmt, Introduction	Introduction and Welcome Slides for Presentation (Culture Component) Section 1.  Classroom Management

			Discussion Forum
2	Goals for All Grades	First Six Weeks of School, First Day of School Goals  Hacking Classroom Mgmt, Hack 2	Parent Letter Back to School Supply List Digital Bulletin Board
3	K-2 First day incorporates: schedules, teaching academics and discipline.	First Six Weeks of School, First Day of School K-2  Hacking Classroom Mgmt, Hack 2	Teacher Information and Believe Statement for Presentation, Section 2.  Hack 2 Expectations Discussion Forum
4	3-4 First day incorporates: schedules, teaching academics and discipline.	First Six Weeks of School, First Day of School 3-4  Hacking Classroom Mgmt, Hack 3	Greeting Students at the Door and Entering the Classroom for Presentation, Section 3  Greeting Plan (Greeting in Native Language)  Hack 3 Reflection Discussion Forum
5	5-6 First day incorporates: schedules, teaching academics and discipline.	First Six Weeks of School, First Day of School 5-6  Hacking Classroom Mgmt, Hack 4	Classroom Organization and Culturally Responsive Classroom Slides for Presentation, Section 4  Culturally Responsive Classroom Idea Discussion Forum  Controlled Movement Discussion Forum
6	K-2 First Week of School: focuses on routines, learning goals, working in an inclusive learning environment.	First Six Weeks of School, First Week of School K-2  Hacking Classroom Mgmt, Hack 5	Brain Break and Attention Getter Slides for Presentation, Section 5  Hack 5 Discussion Forum
7	3-4 First Week of School: focuses on routines learning goals, inclusive learning environment, and classroom rules.	First Six Weeks of School, First Week of School 3-4  Hacking Classroom Mgmt, Hack 6	Morning Meeting and Transition Slides for Presentation, Section 6  Hack 6 Discussion Forum (Culture Component)
8	5-6 First Week of School: focuses on routines learning goals, inclusive learning environment, and classroom rules.	First Six Weeks of School, First Week of School 5-6  Hacking Classroom Mgmt, Hack 7	Social Emotional Learning and Rules/Expectations Slides for Presentation, Section 7  Hack 7 Discussion Forum



9	K-2 Second Week of School: continue building connections, polish routines, explore academic choices, strengthen speaking and listening skills, finish learning goals.	First Six Weeks of School, Second Week of School K-2  Hacking Classroom Mgmt, Hack 8	Four Procedures and Teacher Behaviors/Attitudes Slides for Presentation, Section 8  Hack 8 Discussion Forum
10	3-6 Second Week of School: continue building connections, polish routines, explore academic choices, strengthen speaking and listening skills, finalize classroom rules.	First Six Weeks of School, Second Week of School 3-4  Hacking Classroom Mgmt, Hack 9	Incentive Plan and Behavior Management/Discipline Plan Slides for Presentation, Section 9  Hack 9 Discussion Forum
11	K-2 Third Week of School: continue building stamina in content areas, continue routines, experience rules coming to life, learn about consequences for actions.	First Six Weeks of School, Third Week of School K-2  Hacking Classroom Mgmt, Hack 10	Digital Classroom Management and Social Media Resource Slides for Presentation, Section 10  Hack 10 Discussion Forum
12	3-6 Third Week of School: continue building stamina in content areas, continue routines, experience how the rule positively influences their daily life, learn about consequences for actions.	Hacking Classroom Mgmt, Third Week of School 3-6	Family Communication and Closing Slide for Presentation, Section 11  Diverse Communication Discussion Forum
13	K-2 Fourth to Sixth Week of School: be an active member of the learning community, increase engagement, become self-sufficient	Hacking Classroom Mgmt, Fourth to Sixth Week of School K-2	Presentation polishing  Engaging Families Discussion Forum
14	3-6 Fourth to Sixth Week of School: be an active member of the learning community, increase engagement, become self-sufficient  Course Wrap-Up	Hacking Classroom Mgmt, Fourth to Sixth Week of School 3-6	Course Reflection Discussion Forum  Behavior Expectations and the 7 Grandfather Teachings (Teachings of Our Elders)