



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

EDU4410 Classroom Management
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Contrast the difference between developing and managing a classroom. (InTASC 2 & 3)
 - a. Describe the characteristics of an ideal learning community.
 - b. Outline the elements of the classroom setting (behavior expectations, classroom procedures, physical set up etc.)
 - c. Summarize the similarities and differences of developing and managing a classroom.
2. Determine the procedures for setting norms for a classroom that promotes learning, effective instruction, and transitions between learning activities. (InTASC3)
 - a. Explain norms and how they impact a classroom.
 - b. Outline possible transitions in a classroom in order to maximize time for learning.
 - c. Articulate the classroom procedures that will need to be taught and practiced throughout the year.
3. Develop a basic self-awareness including an understanding of emotional triggers that may impede the teacher's ability to respond to students in the classroom. (InTASC 9e, l, m)
 - a. Recognize personal emotional triggers.
 - b. Develop a plan to disengage triggers and reframe the situation(s).
4. Illustrate the impact of emotions on the brain's ability to learn and retain information. (InTASC 1e. j)
 - a. Explain how emotions might inhibit the student's ability to learn and retain information.
 - b. Research classroom strategies to help students become aware of their personal emotions as well as those of their classmates.
 - c. Develop classroom procedures for students to continue learning when emotional outbursts interrupt learning.
5. Examine student circumstances and life experiences that contribute to the learning community (InTASC 2)
 - a. Identify economic and cultural groups that exist in the classroom.
 - b. Determine the learning levels of students in the classroom using school data.
 - c. Differentiate learning strategies to implement in a diverse classroom to engage all students.
6. Compare various school-wide intervention strategies and the perspective of the theorists that underlies their practice. (InTASC 1 & 2)
 - a. Investigate the perspectives of theorists.
 - b. Describe school wide intervention strategies (e.g. PBIS, Nurtured Hearts, Leader in Me etc.).
 - c. Compare and contrast the key elements of school wide intervention strategies.

- d. Determine the effectiveness of the implementation of school wide strategies.
 7. Illustrate the importance of engaging instruction that incorporates novelty and triggers curiosity.
 - a. Explore teaching strategies for engaging and triggering curiosity in all students.
 - b. Describe strategies to include diverse students and cultures (ELL, immigrant children, advanced or struggling learners, religious/cultural observances).
 - c. Explain teacher expectations for student behavior and how expectations vary depending on the lesson type (whole group, small groups, tests, lecture etc.).
 8. Articulate the importance of assessment practices on student motivation (InTASC 6).
 - a. Explore how assessment impacts the development of a learning community.
 - b. Summarize the classroom procedures for assignments and assessments.
 9. Exercise effective communications skills (InTASC 1, 3).
 - a. Research use of technology to communicate with parents in field placement setting.
 - b. Analyze samples of classroom communication tools (websites, newsletters, broadcasts etc.) and rate the effectiveness of each.
 - c. Investigate the communication of staff members interacting with each other.
 10. Identify technology tools that support classroom learning and behavior intervention. (InTASC 3m)
 - a. Summarize tools used to support teaching and learning (websites, applications, microphones, electronic devices etc.).
 - b. Illustrate the technology tools which interfere with learning and teaching.
 11. Examine legal requirements of teaching that impact the classroom environment. (InTASC9)
 - a. Describe goals as well as accommodations or modifications being made for a student with an active IEP.
 - b. Investigate district procedures to conduct a Section 504 Accommodation Plan evaluation and implement a 504 Plan.
 - c. Review the district procedure to initiate a special education referral.
 - d. Explain the district resources to support ELL students and parents.
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These SLOs are not approved for experiential credit.

Effective: Fall 201