This course examines current theory and research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive classroom environment. Participants in this course will examine teacher and student classroom behaviors from a cross-cultural perspective to recognize the effects of cultural/linguistic differences in the assessment, interpretation, and planning of the instructional and social environment in a class. Students will gain understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. Students will also gain understanding of how factors in students' environment outside of school may influence the classroom learning environment. A portion of this course will explore the influence of the use and misuse of drugs, and management strategies for atypical behaviors stemming from the effects of chemical dependency in adolescents. Teacher candidates will explore multiple theories, methods and strategies for integrating effective classroom management approaches into urban middle school and high school classrooms, including collaborating with other professionals and families to ensure a positive learning environment for all. Clinical field experience hours are part of the course requirements.

B. Course Effective Dates: 01/09/2006 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Demonstrate competence related to the Standards of Effective Practice for Beginning Teachers aligned with this course.
2. Develop their own plan for creating and managing a positive learning environment that respects the racial/cultural/linguistic/gender and learning differences in an urban classroom.
3. Identify principles of behavior assessment and management necessary for effective classroom management in diverse urban environments, along with the implications of ineffective classroom management on students, including those from historically underserved, mis-served, and oppressed groups.
4. Identify the differences between classroom management, discipline, student behavior management, and crisis management.
5. Learn applications of management strategies to address typical classroom behavior problems.
6. Learn strategies for integrating parental involvement and developing positive parent-teacher-child relationships in the urban setting.
7. Plan for organizing the physical, emotional, social and academic components of an effective learning environment in urban settings.
8. Practice effective communication skills for use with students, parents, and other educators.
9. Understand student motivation and how to engage students in their learning through individual and group work.
10. Understand the effects of chemical dependency and discuss management procedures for atypical behaviors from the effects of tobacco, alcohol, drugs, and other chemicals on student life and learning.
11. Understand the strengths and weaknesses to various approaches to classroom management within an urban context.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information
Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements.
Community Engagement