

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2020

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 351

Course Title: Instructional Strategies and Classroom Management

Reason for initiating, revising, or canceling:


The course guide has been modified to revise the Course outline, Student Learning Outcomes, and Assessment for Student Learning Outcomes to reflect changes in course content.


Amanda Diaz, Proposer 1/31/2020
Date


Roland Merar, Director School of Education 1/31/2020
Date


Adam Walsh, Language & Format Review Specialist 01.31.20
Date


Ajani Burrell, Academic Council Chair 1.31.20
Date


Charlotte Cepeda, Dean of Learning and Student Success 02/05/2020
Date

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Course: ED351 Instructional Strategies and Classroom Management

1. Department

School of Education

2. Purpose

The objective of the course is to provide pre-service teachers an understanding of how to create a well-managed classroom environment that promotes student learning. It provides practical knowledge to diagnosis and analyze difficulties in a classroom setting and how to apply appropriate instructional strategies.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Mackenzie, Robert J, and Lisa M.A. Stanzione. *Setting Limits in the Classroom*. 3rd ed., Three Rivers Press, 2010.

Jones, Fredric H, et al. *Tools for Teaching*. 3rd ed., Fredric H. Jones & Associates, Inc., 2014.

Recommended: N/A

B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester
2. **Lab:** N/A
3. **Other:** 5 hours of classroom observations (K-8th grade)

C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

D. Catalogue Course Description

This course provides pre-service teachers with theories, approaches, methods, and activities essential for developing a cohesive and cooperative classroom. Pre-service teachers will discuss various ways to accommodate alternative learning styles and discuss strategic interventions and discipline techniques to enhance instructional focus. Prerequisites: Provisional Teacher Candidacy or permission from the Director of the School of Education English. Placement Level: EN202. Math Placement Level: MA132. (Course offered: Fall & Spring)

E. Degree or Certificate Requirements Met by Course

This is a required course for all Bachelor of Science Degrees in Education with an emphasis in Elementary Education, Early Childhood Education, Special Education, or Rehabilitation & Human Services.

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F. Course Activities and Design

This course is designed to incorporate lectures, readings, quizzes, reflections, exams, classroom observations, and a management plan.

4. Course Prerequisite(s); Concurrent Course Enrollment

Prerequisites: Teacher Candidacy status or permission from the Director of the School of Education

Concurrent Course Enrollment: None

Required English/Mathematics Proficiency Level(s)

English Placement Level: EN202

Mathematics Placement Level: MA132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3 credit course, cost of required textbooks, and instructional materials fee.

Cost to the College: Instructor's salary.

Instructional resources needed for the course include: laptop, projector, whiteboard, Curriculum Resource Center (CRC) materials, photocopied materials, and various other consumable materials as necessary.

6. Method of Evaluation

Student grades will be determined based on:

- 1.0 Attendance/Participation;
- 2.0 Incidental Assignments;
- 3.0 Quizzes;
- 4.0 Reflections;
- 5.0 Examinations; and
- 6.0 Observations;
- 7.0 Presentations.

NMC's and SOE's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Classroom Structure

2.0 Procedures and Parent Support

3.0 Beginning of the School Year

3.1 Letter to the parents

3.2 Rules

3.3 Procedures

4.0 Developing Positive Relationships

5.0 Engagements Strategies

6.0 Preferred Activity Time (PAT)

7.0 Rules

7.1 Three types of classroom approaches to rules

8.0 Limits and Power Struggles

9.0 Logical Consequences

10.0 Recess Academy

11.0 Time-Out

12.0 Office Support

13.0 Managing Extreme Behaviors

14.0 Students with Disabilities

15.0 School-Wide Discipline Plan

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8. Instructional Goals

The course will introduce students to:

- 1.0 Effective classroom management systems;
- 2.0 Methods of monitoring student behavior, teaching self-monitoring, and building positive classroom communities;
- 3.0 Variety of instructional strategies;
- 4.0 Developing a Management Plan;
- 5.0 Distinguishing various types of behaviors in the classroom settings;
- 6.0 Positive discipline methods and techniques;
- 7.0 Theories, approaches, standards, and controversies that surround classroom management;
- 8.0 The process and guidance of conflict resolution and the application of classroom management meetings; and
- 9.0 Managing problem behaviors.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Discuss effective classroom management systems;
- 2.0 Apply methods of monitoring student behavior;
- 3.0 Demonstrate appropriate instructional strategies;
- 4.0 Create a Management Plan;
- 5.0 Distinguish the various types of behaviors in the classroom settings;
- 6.0 Demonstrate an understanding and application of positive discipline methods and techniques;
- 7.0 Explain the theories, approaches, standards, and controversies that surround classroom management;
- 8.0 Demonstrate the ability to guide a form of conflict resolution and the application of classroom management meetings;
- 9.0 Demonstrate an understanding of managing problem behaviors.

10. Assessment Measures of Student Learning Outcomes

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Management Plan;
- 2.0 Exams;
- 3.0 Presentations;
- 4.0 Reflections;
- 5.0 Observations;
- 6.0 Quizzes.