Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2020

Type of Action:

- [ ] New
- [X] Modification
- [ ] Move to Inactive (Stop Out)
- [ ] Cancellation

Course Alpha and Number: ED211

Course Title: Introduction to Teaching

Reason for initiating, revising, or canceling:
The course guide has been updated to revise the Course Outline, Student Learning Outcomes, and Assessment for Student Learning Outcomes to reflect changes in course content.

Proposer

Roland Merari

School of Education Director

Adam Walsh

Language & Format Review Specialist

Ajani Burrell

Academic Council Chair

Charlotte Cepeda

Dean of Learning & Student Success
1. **Department**
   School of Education

2. **Purpose**
   The objective of this course is to provide pre-service teachers with the overall view of the education degree. It provides the understanding of the introductory level of effective teaching and strategies for organizing and managing a classroom. In addition, it is a requirement for all students pursuing a Bachelor of Science Degree in Education with an emphasis in Elementary Education, Early Childhood Education, Special Education, and Rehabilitation & Human Services.

3. **Description**

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

   Recommended: N/A

   **B. Contact Hours**
   1. **Lecture**: 3 per week / 45 per semester
   2. **Lab**: N/A
   3. **Other**: 30 hours of classroom observations

   **C. Credits**
   1. **Number**: 4
   2. **Type**: Regular degree credits

   **D. Catalogue Course Description**
   This course is designed to introduce students to the fundamental theories and practices of teaching and learning. Students will examine a variety of teaching strategies, and learn how to utilize effective strategies to support teaching and learning. In addition, pre-service students will be expected to complete 30 hours of classroom observations in a variety of classroom settings. The observations allow pre-service teachers to view what goes on in the classroom. Prerequisites: English Placement Level: EN095. Math Placement Level: None. Or, granted permission by the Director of the School of Education.

   **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 majors.
F. Course Activities and Design
   The course is designed to incorporate lectures, discussions, videos, presentations, reflections, quizzes, incidental assignments, exams, and 30 hours of classroom observations.

4. Course Prerequisite(s); Concurrent Course Enrollment
   Prerequisites: None
   Concurrent Course Enrollment: None

Required English/Mathematics Proficiency Level(s)
   English Placement Level: EN095
   Mathematics Placement Level: None

5. Estimated Cost of Course; Instructional Resources Needed
   Cost to the Student: Tuition for a 4 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 Presentations;
   3.0 Observations;
   4.0 Reflections;
   5.0 Incidental Assignments;
   6.0 Quizzes; and
   7.0 Examinations

   NMC’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 Introduction to Teaching
  1.1 How Adults Learn
  1.2 Components of a Teach Back Lesson Plan
  1.3 The Retention Triangle
  1.4 Bloom's Taxonomy

2.0 Basis of a Teacher
  2.1 Characteristics of an effective teacher
  2.2 Key elements for the first days of school
  2.3 Student Achievement Gaps
  2.4 Research-based teaching strategies

3.0 Positive Expectations
  3.1 Importance of positive expectations
  3.2 Student learning
  3.3 Professionalism
  3.4 Culture of courtesy and cooperation

4.0 Classroom Management
  4.1 Importance of a well-managed classroom
  4.2 Classroom preparation
  4.3 Importance of teacher introductions
  4.4 Classroom procedures
  4.5 Effective discipline plan

5.0 Lesson Mastery
  5.1 Creating an effective lesson
  5.2 Assessing for student learning
  5.3 Evaluating for student learning
  5.4 Enhance student learning

6.0 Professionalism
  6.1 The effective teacher
  6.2 Maximizing your potential
8. Instructional Goals
The course will introduce students to:

1.0 Appropriate student learning objectives;

2.0 The components of a teach back model;

3.0 Facilitating three or more teaching strategies;

4.0 Evaluating various classroom settings;

5.0 Conducting self-reflections on key ideas of teaching and becoming an educator; and

6.0 The elements of an effective teacher.
9. **Student Learning Outcomes**
Upon successful completion of this course, students will be able to:

1.0 Apply the levels of Bloom's taxonomy when developing student learning outcomes;

2.0 Present a chapter presentation using the teach back model;

3.0 Utilize three or more teaching strategies during the teach back presentation;

4.0 Complete thirty (30) hours of classroom observations in various school settings;

5.0 Evaluate classroom observations;

6.0 Self-reflect on videos and content of an effective teacher; and

7.0 Describe the key ideas of an effective teacher.

10. **Assessment Measures of Student Learning Outcomes**
Assessment of student learning may include, but not be limited to, the following:

1.0 Presentations;

2.0 Reflections;

3.0 Observations;

4.0 Exams;

5.0 Assignments;

6.0 Quizzes