Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

Type of Action:

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

Course Alpha and Number: ED 351

Course Title: Instructional Strategies and Classroom Management

Reason for initiating, revising, or canceling:
This course guide provides (1) an update for the new textbooks and (2) a change of Math placement from 161 to 132.

Roy Greenland 7-20-11
Proposer

Roy Greenland 7-20-11
Acting Department Chair

Barbara Merfalen 8-8-11
Dean of Academic Programs and Services
Northern Marianas College
Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

1. Department
   School of Education

2. Purpose
   Enhancing the classroom environment and teaching successfully using a variety of learning and behavioral styles, interests, values, and goals is essential as an elementary school teacher. This course provides teachers-in-training with the practical knowledge they need to diagnose and analyze classroom management difficulties and to teach using developmentally appropriate teaching strategies. It is a required course for all Bachelor of Science in Elementary Education majors.

3. Description
   
   A. Required/Recommended Textbook(s) and Related Materials
      Required:
      Readability Level: Grade 12

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   B. Contact Hours
      1. Lecture: 3 hours per week / 45 hours per semester
      2. Lab: None
      3. Other: K-8 Classroom observations

   C. Credits
      1. Number: 3
      2. Type: Regular degree credits

   D. Catalogue Course Description
      This course provides students with theories, approaches, methods, and activities necessary for designing a cohesive and cooperative classroom. Students examine a variety of curriculum models, discuss ways to accommodate alternative learning, styles, and investigative methods of developing cooperative lessons, group and independent
projects and thematic learning experiences. Students examine the concepts of limits, control, safety, trust and acceptance in the classroom. Students also research and discuss strategic enforcement, intervention and disciplining techniques and practice a variety of content specific activities for enhancing instructional focus.

Prerequisites: All core course and general education requirements and ED 300 with a grade of “C” or better or the permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Fall and Spring)

E. **Degree or Certificate Requirements Met by Course**
   This is a required course for all elementary education majors.

F. **Course Activities and Design**
   This course incorporates lectures, projects, activities, presentations, lesson plans, field classroom observations, classroom management plan, book report, course attendance and participation, written and oral reflections, and assessment.

4. **Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**
   Prerequisites: All core course and general education requirements and ED 300 with a grade of “C” or better or the permission of the Director of the School of Education.

5. **Estimated Cost of Course; Instructional Resources Needed**
   Cost to the Student: Tuition for a three-credit course, cost of textbook, and instructional materials fee.

   Cost to the College: Instructor’s salary.

   Instructional resources needed for this course include Chalkboard, chalk, CRC materials, photocopied materials, audio/visual equipment, the Internet, computers, and other materials as necessary.

6. **Method of Evaluation**
   Student grades will be based on the regular letter grade system as described below:
   A: Excellent – grade points: 4.0;
   B: Above average – grade points: 3.0;
   C: Average – grade points: 2.0;
   D: Below average – grade points: 1.0;
F: Failure – grade points: 0.0.
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 Creating Structure that Works
   1.1 The Cost of Ineffective Structure
   1.2 Rules in Theory
   1.3 Rules in Practice
   1.4 Introducing Rules to Students

2.0 How Teachers Teach Their Rules
   2.1 The Permissive Approach
   2.2 The Punitive Approach
   2.3 The Mixed Approach
   2.4 The Democratic Approach

3.0 How Children Learn Your Rules
   3.1 Why Teaching and Learning Breakdown
   3.2 Limit Testing: How Children Do Research
   3.3 Temperament and Learning Styles
   3.4 Permissive and Punitive Rules
   3.5 The Classroom Dance of Ineffective Discipline

4.0 Firm and Soft Limits
   4.1 Soft Limits: When No Means Yes, Sometimes, or Maybe
   4.2 Firm Limits: When No Really Means No
   4.3 Comparison of Firm and Soft Limits

5.0 How to be Clear with Your Words
   5.1 Guidelines for Giving Clear Messages
   5.2 Examples of Effective Verbal Messages
   5.3 Examples of Effective Action Messages

6.0 Stopping Power Struggles Before They Begin
   6.1 Guidelines for Using Limited Choices
   6.2 Examples of Limited Choices
   6.3 Ignore Attitude, Not Misbehavior
   6.4 Don't Personalize the Misbehavior
7.0 How to Support Your Rules with Consequences
   7.1 Why Consequences are Important
   7.2 How You Use Consequences Determines Their Effectiveness
   7.3 What You Can Expect
   7.4 Students with Special Needs

8.0 Natural and Logical Consequences; Natural and Structured Learning Experiences
   8.1 Situations for Using Natural Consequences
   8.2 Questions and Answers about Natural Consequences
   8.3 Guidelines for Using Logical Consequences
   8.4 When to Use Logical Consequences
   8.5 Logical Consequences with a Price Tag

9.0 Two Stage Time-Out, A Stop Signal that Works
   9.1 Effective Use of Time-out
   9.2 When to Use Time-out
   9.3 Questions and Answers about Time-out

10.0 Managing Extreme Behavior
    10.1 Legal and Safety Considerations
    10.2 Extreme Defiant Behavior
    10.3 Dangerous or Destructive Behavior
    10.4 Violent or Assaultive Behavior

11.0 Using the Office for Back-Up
    11.1 Reinforcement Errors in the Office
    11.2 The Administrator's Role in the Guidance Process
    13.2.1 School Discipline Policy
    13.2.2 Providing Back-up Support for Classroom Teachers
    13.2.3 Challenges Administrators Face
    11.3 Working with Challenging Students
    11.4 Inconsistency Among Staff

12.0 Inspiring Cooperation with Positive Motivation
    12.1 Motivation and Limit Setting
    12.2 Guidelines for Using Positive Messages
    12.3 Involving Parents in the Encouragement Process
    12.4 Encouraging vs. Discouraging Messages
8. Instructional Goals
This course will introduce students to:

1.0 Methods and techniques for developing classroom management skills;

2.0 Methods for developing student performance skills in monitoring behavior in the classroom and building positive communities;

3.0 Methods and techniques for developing lesson plans that include a variety of instructional strategies;
4.0 The concept and stages of classroom meetings;

5.0 Methods and techniques for developing a classroom management plan;

6.0 The process and procedures necessary for successful implementation of rules, procedures, and logical consequences in the classroom;

7.0 Methods and techniques for conducting authentic assessment within a variety of instructional strategies and classroom management models;

8.0 Theories, approaches, and standards for classroom management and the controversies that surround them;

9.0 Appropriate process and practice and positive ways to address misbehavior in the classroom;

10.0 Selection of appropriate materials, texts, and technology; and

11.0 School site observations to enhance the learning and understanding of the course activities and objectives.

9. **Student Learning Outcomes**
Upon successful completion of this course, students will be able to:

1.0 Demonstrate knowledge and understanding of effective classroom management systems;

2.0 Apply methods of monitoring student behavior, teaching self-monitoring, and building positive classroom communities;

3.0 Demonstrate teaching skills using a variety of instructional strategies;

4.0 Plan and develop a classroom management plan;

5.0 Distinguish the various types of behaviors in a classroom setting;

6.0 Demonstrate an understanding and application of positive discipline methods and techniques;
7.0 Conduct authentic assessment skills when addressing behavior concerns in the classroom;

8.0 Explain the theories, approaches, standards, and controversies that surround classroom management;

9.0 Demonstrate how to appropriately and effectively talk with students to enhance cooperation;

10.0 Demonstrate the ability to guide a form of conflict resolution and the application of classroom management meetings;

11.0 Demonstrate understanding and application of managing problem behaviors;

12.0 Write a fact-based report on a classroom management book that was pre-chosen by the course instructor to read throughout the semester;

13.0 Ethnographically evaluate behavior management techniques used in three different types of classrooms in a real school setting;

14.0 Demonstrate abilities, application of activities, and objectives by completing the course activities as outlined in the course syllabus.

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

   1.0 Demonstrate understanding through activities, reflections, lessons, a management plan, book report, school-site observations, and presentations;

   2.0 Evaluation by the instructor and class members using provided rubrics;

   3.0 Quizzes and examinations.