

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

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:

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

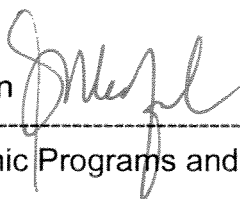
Date


Roy Greenland

7-20-11

Acting Department Chair

Date

Barbara Merfalen 
Dean of Academic Programs and Services

8-8-11

Date

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:

Mackenzie, Robert J. Setting Limits in the Classroom. Three Rivers Press, New York, NY, 2003.

Readability Level: Grade 12

Faber, A., & E. Mazlish, How to Talk To Kids So Kids Can Listen at Home and in School. Scribner 1995.

Readability Level: Grade 12

Tilestone, Donna W. What Every Teacher Should Know about Classroom Management and Discipline. Corwin Press 2004.

Readability Level: Grade 12

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

Northern Marianas College Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

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.

English Placement Level: EN 202. Math Placement Level: MA 132.

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;

Northern Marianas College

Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

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

Northern Marianas College

Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

- 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

Northern Marianas College

Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

13.0 PAT: Preferred Activity Time

- 13.1 How PAT Works
- 13.2 The Teacher's Role in PAT
- 13.3 The Student's Role in PAT
- 13.4 Expectations of the PAT System

14.0 Teaching Skills, Showing Them What Works

- 14.1 Exploring Choices for Action
- 14.2 Breaking Skills into Teachable Parts
- 14.3 Role Modeling Corrective Behavior
- 14.4 Catching Children Being Successful

15.0 Solving Problems with Homework

- 15.1 The Homework Dance
- 15.2 The Purpose of Homework

16.0 Developing a School-wide Guidance Plan

- 16.1 Guidance Service from an Organizational Perspective
- 16.2 Effectiveness of School Guidance Program
- 16.3 Components of an Effective Guidance Program

17.0 Instructional Strategies

18.0 Positive Discipline

- 18.1 The Positive Discipline Dream
- 18.2 The Significant Seven
- 18.3 Introducing Class Meetings
- 18.4 Eight Building Blocks for Effective Class Meetings
- 18.5 Communication Skills

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;

Northern Marianas College

Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

- 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;

Northern Marianas College

Course Guide

Course: ED 351 Instructional Strategies and Classroom Management

- 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.