

College of Micronesia-FSM

COURSE OUTLINE

Classroom Management

ED 330

Course Title

Department and Number

Course Description: This course provides student with skills for managing an elementary classroom with emphasis on proactive behavior management techniques and classroom organization. Techniques for handling off-task behaviors are also covered.

Course Prepared by: S. Moses, Education Div. State National Campus

Table with 5 columns: Activity, Hours per Week, No. of Week, Total Hours, Semester Credits. Rows include Lecture, Laboratory, Workshop, and Total Semester Credits.

Purpose of Course: Degree Requirement, Degree Elective, Certificate, Other. Includes checkmarks for Degree Requirement and Certificate.

Prerequisite Course(s): Acceptance into third year program

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Dr. Michael Tatum, President

Signature, President, COM-FSM

Date Approved by President

I. PROGRAM LEARNING OUTCOMES

1. The student will be able to demonstrate mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate delivery of elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas: learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

II. COURSE OUTCOMES:

A. General:

1. The student will be able to organize an elementary classroom and create a favorable climate for cooperation.
2. The student will be able to motivate engagement in learning, give clear directions for learning activities, and design and conduct engaging learning activities to prevent behavior problems from occurring.
3. The student will be able to communicate effectively with students and their parents.
4. The student will be able to develop approaches to solving discipline problems in the classroom.

B. Specific:

1. The student will be able to organize an elementary classroom and create a favorable climate for cooperation.

Student Learning Outcomes	Recommended Assessment Strategies
1a. Establish and teach classroom standards of conduct (rules) and design systems of consequences for following the rules and for failing to follow the rules	1a. (1) Student develops and writes at least four (4) possible standards of conduct (rules) for his/her classroom and provides written rationale; describes in writing how the rules will be established and provides a rationale; tells when rules will be taught and provides a rationale; and describes a procedure for teaching the rules to elementary students which includes the mental set, input, model, and practice. 1a. (2) Student develops a written plan outlining the system of rewards to be implemented when elementary students follow the rules. The plan includes a list of the types of rewards to be implemented and the circumstances for the use of such rewards. 1a. (3) Student outlines a scheme of consequences to be applied when elementary students fail to follow one or more of the rules. The plan includes a graduated list of consequences for failing to follow the rules and the circumstances for the implementation of such consequences.
1b. Establish and teach classroom routines	1b. (1) Student describes in writing a specific routine for ten (10) transition times and outlines a plan for teaching one (1) of the routines including the mental set, input, model, and practice. 1b. (2) Student demonstrates in class how to teach at least one (1) routine in a role-play situation. Peers evaluate performance using the following criteria: mental set; input; model; and practice.
1c. Develop a plan of activities to begin a new school year	1c. Student describes in writing at least five (5) activities to prepare for the beginning of a new school year. One (1) of the activities must be an “ice breaker.”

<p>1d. Group elementary students for instruction and develop plan to work with small groups of students within a regular Micronesian classroom</p>	<p>1d. (2) Given a list of elementary students and their placement test scores in reading and math, student groups the elementary students into small instructional groups for reading and math and provides a written rationale for the grouping.</p> <p>1d. (2) Student submits a written plan for working with small groups of elementary students within a classroom of approximately 25 students with a supporting rationale.</p>
<p>1e. Develop a classroom layout/arrangement</p>	<p>1e. Student draws a classroom layout, either by hand or with the use of a computer program, showing the placement of student and teacher desks, work tables, blackboard, bulletin board, storage, learning centers, small group work area, access for a student in a wheelchair, three (3) computer stations, door, and windows and provides a written rationale for the arrangement.</p>
<p>1f. Develop a class schedule</p>	<p>1f. Student develops a class schedule based on parameters provided by the instructor as to State guidelines and requirements. The class schedule must provide for a minimum of three (3) reading instructional groups and two (2) math instructional groups.</p>

2. The student will be able to motivate engagement in learning, give clear directions for learning activities, and design and conduct engaging learning activities to prevent behavior problems from occurring and promote learning.

Student Learning Outcomes	Suggested Assessment Strategies
2a. Design intrinsically motivating learning activities	2a. Given three (3) lesson objectives, student develops an intrinsically motivating introductory activity for each.
2b. Give clear directions for assignments	2b. Student gives directions for a minimum of three (3) learning activities in a role-play situation. Peers evaluate clarity of directions with emphasis on the attention-getting device, a clearly stated objective, specific guidelines, and feedback from the elementary students.
2c. Define components of enthusiasm in lesson presentation	2c. Given a description of a “less-than-enthusiastic” teacher, student lists at least eight (8) ways the teacher could demonstrate greater enthusiasm in the lesson.
2d.. Develop strategies for implementing cooperative learning groups in the classroom	2d. Given at least four (4) descriptions of classroom situations, student suggests a type of cooperative learning group for each and explains how each group would function.
2e. Provide “knowledge of results” in a minimum of five (5) ways	2e. Given five (5) descriptions of classroom situations, student summarizes at least one (1) way to provide “knowledge of results” to elementary students in each situation.
2f. Develop a plan for maintaining positive student engagement in learning activities	2f. Student develops a written plan for maintaining positive student engagement in learning activities in the elementary classroom that includes use of social and activity reinforcers.

3. The student will be able to communicate effectively with students and their parents.

Student Learning Outcomes	Suggested Assessment Activities
3a. Provide an empathetic response to statements made by elementary students who are frustrated by school or a particular activity	3a. Given five (5) statements made by elementary students who are frustrated by school or a particular activity, student writes an empathetic response for each. Each response should provide a statement of empathy and assistance to the student.
3b. Develop a plan for communicating with parents	3b. Student writes a plan for communicating with parents that includes description and discussion of at least five (5) communication mechanisms.
3c. Develop strategies for handling angry parents	3c. Student demonstrates at least one (1) strategy for handling angry parents in a role-play situation.

4. The student will be able to develop approaches to solving discipline problems in the classroom.

Student Learning Outcomes	Suggested Assessment Strategies
4a. Describe “least intrusive” strategies to handle minor isolated off-task behaviors	4a. Given ten (10) descriptions of elementary classroom situations in which one or more students are off-task, describe a “least intrusive” strategy for handling each situation.
4b. Describe traditional methods of disciplining children in Micronesia	4b. Student submits a two-page typewritten single-spaced summary of traditional methods of disciplining children in Micronesia.
4c. Determine his/her position on the use of corporal punishment in the elementary classroom	4c. Student summarizes in a one-page single-spaced paper his/her position on the use of corporal punishment in the elementary classroom with a supporting rationale for that position.
4d. Develop plans for handling off-task behavior patterns, both disruptive and non-disruptive, in the elementary classroom	4d. Given at least five (5) descriptions of off-task student behavior patterns in the elementary classroom, student develops a written plan for modifying each which includes: 1) the specific, measurable

	behavior; 2) what is likely reinforcing the behavior; 3) the incompatible, desired behavior; 4) how the desired behavior will be reinforced; 5) how the undesired behavior will be extinguished or punished; and 6) a system for keeping data on program effectiveness.
4e. Develop strategies for preventing violence in the elementary schools including conflict resolution and management, peer mediation, techniques for reducing gang-related activities, and the establishment of gentle, caring school communities	Student will research one of the following topics: conflict resolution and management; peer mediation; techniques for reducing gang-related activities; and the establishment of gentle, caring communities and prepare a two-page, single-spaced paper on the chosen topic relating the information to situations in Micronesian classrooms.

II. TEXT AND MATERIALS:

Cangelosi, J. S. (2000). *Classroom Management Strategies*. New York: John Wiley & Sons, Inc.

III. REFERENCE MATERIALS

None

IV. METHODS OF INSTRUCTION

Lecture/discussion
 Demonstration
 Peer group work
 In-class exercises/activities
 Required reading
 Videotapes of local classrooms

V. COURSE CONTENT

Establishing and teaching classroom rule and routines
 Planning activities for the new school year
 Techniques for working with small instructional groups
 Developing a classroom arrangement/layout
 Developing an elementary class schedule
 Designing intrinsically motivating activities
 Giving clear directions for assignments
 Becoming an enthusiastic teacher
 Techniques for providing “knowledge of results”

Maintaining appropriate behavior
Providing empathetic responses to students
Communicating with parents
Techniques for handling angry parents
“Least intrusive” strategies for off-task behavior
Traditional methods of disciplining children in Micronesia
Position on use of corporal punishment in the elementary classroom
Techniques for handling off-task behavior patterns
Strategies for preventing violence in the elementary schools

VI. INSTRUCTIONAL COSTS

None

VII. EVALUATION: A student is provided three (3) chances to achieve each student learning outcome with points of decreasing value assigned to each try. A final percentage will be calculated by dividing the total points earned by the total points possible, and grades will be assigned according to the following: 90-100% A; 80-89% B; 70-79% C; 60-69% D; below 60% F. A portfolio showing attainment of each outcome must be maintained and submitted at the conclusion of the course. Outcomes **1a.(1), 1a.(2), 1b.(1), 1b.(2), 2b, 4a, and 4d** must be met to pass the course. **Also, students who fail to meet the minimum requirements of five (5) or more outcomes will automatically fail the course.** Opportunities for bonus points will be provided at the discretion of the instructor.

VIII. REQUIRED COURSE MATERIALS:

Textbook and 3-ring binder for portfolio

IX. ATTENDANCE POLICY:

Students who are absent for more than six MWF classes, or more than four TTh or summer classes, will automatically be dropped from the course. The total missed classes include unexcused and excused absences, such as sickness, funerals, and any other circumstances. Instructors will notify the Office of Admissions and Records to complete the withdrawal slip for the student.

X. CREDIT BY EXAMINATION:

None