LSC Use Only No: LSC Action-Da	-Date: UWUCC USE Only No.		UWUCC Action-Date:	Senate Action Date:
1.6	09-	ddf	AP- 8/18/09	App-4/15/0
Curriculum Proposal Cover Si	heet - Universit	y-Wide Under	graduate Curriculu	m Committee
Contact Person	1-:		Email Address	/: 1 0: 1
Laurie Nicholson/Joseph Domaracl Proposing Department/Unit	K1		Phone Phone	/jwdomara@iup.edu
Professional Studies in Education/S Services	Special Ed & C	linical	724-357-2485/724	4-357-2450
Check all appropriate lines and comp proposal and for each program proposa		as requested.	Use a separate cove	r sheet for each course
Course Proposals (check all that app New Course	oly) _Course Prefix Cl	nange	Course De	letion
X_Course Revision X	 Course Number		nge Catalog D	escription Change
ECED 280 Maximizing Learning ECED 280 Maximizing Learning: E				
<u>Current</u> Course prefix, number and full title		Learners <u>Proposed</u> course p	refix, number and full title,	if changing
2. Additional Course Designations: che This course is also proposed as This course is also proposed as Course.	a Liberal Studies an Honors Colleg	Coursee	Pan-African)	
3. Program Proposals	Catalog De	scription Change	eProgram	n Revision
New Degree Program	Program T	itle Change	Other	
New Minor Program	New Track			
Current program name		Proposed program	name, if changing	
4. Approvals				Date
Department Curriculum Committee	Mar a	1/4	1-2	3/30/09
Chair(s)	Jacques (C) (95-		7
	Bennek	Bui		3/30/09
Department Chair(s)	700,01	7, 8		3)3-70)
College Curriculum Committee Chair	Jaceph Do	maruele	~	4-27:09
College Dean	Mary an	n Rafs	th	4-27-09
Director of Liberal Studies *	0	0		
Director of Honors College *				
Provost *				
Additional signatures as appropriate:				
(include title)				
UWUCC Co-Chairs	Gail S.	Sechus	2	8-29-09

JUN 1 1 2009

Received

MAY 01 2009

* where applicable

II. Description of Changes

1. New Syllabus of Record

ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3c-01-3cr Prerequisite: ECED./EDEX major, Admission to Teacher Education Step 1

I. Catalog Description

Examine competencies specific to the science of teaching, the organization and management of functional learning environments, and the design, implementation, and evaluation of developmentally appropriate learning experiences. Areas explored include models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.

II. Course Outcomes

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

- 1. Demonstrate understanding and application of a variety of models for teaching and effectively incorporate them into developmentally appropriate lesson plans for particular learning outcomes. (PDE 1,2; INTASC 1, 2, 3, 4, 6, 7;)
- 2. Develop lesson plans and unit plans that meet the diverse needs of all learners in the classroom. (PDE 1,2,5; INTASC 1, 2, 3, 6, 7, 8, 9;)
- 3. Critique classroom environments for positive and negative effects on student behavior and identify conditions for instruction which facilitate optimal growth of diverse learners. (PDE1,3,5 INTASC 1, 3, 5, 8)
- 4. Select appropriate alternative forms of assessment to evaluate lesson objectives and unit outcomes. (PDE 3,5; INTASC 8)
- 5. Integrate cross-curriculum content into unit planning. (PDE 1,2,3; INTASC I;)
- 6. Describe dynamics in classrooms relating to aspects of pedagogy including teacher expectations, student motivation, socio-emotional climate, integrated curriculum, and multi-cultural education. (PDE2,5 INTASC 1, 3, 5, 7;)

Student Outcomes Matrix

COE-ET Conceptual Framework	NAEYC/CEC	INTASC Standards	PDE Competency	Course Objective	Course Assessment Measuring Objective
Planning and Preparation; Instruction	NAEYC 4, CEC 4	1, 2, 3, 4, 6, 7	2	1	Lesson Plans Unit Plan

Student Outcomes Matrix

COE-ET Conceptual Framework	NAEYC/CEC	INTASC Standards	PDE Competency	Course Objective	Course Assessment Measuring Objective
Planning and Preparation; Instruction	NAEYC 4, CEC 4	1, 2, 3, 4, 6, 7	1, 2	1	Lesson Plans Unit Plan
Planning and Preparation; Instruction	NAEYC 4, CEC 4, 7	1, 2, 3, 6, 7, 8, 9	1, 2, 5	2	Questioning strategy articles Lesson Plans Unit Plan
Professional Responsibilities; Classroom Environment	NAEYC 1,4 CEC 4,7	1, 3, 5, 8	1,3,5	3	Lesson Plans Unit Plan Discussion
Planning and Preparation; Instruction	NAEYC 3, CEC 8	8	3	4	Question Analysis Lesson Plans Unit Plan
Planning and Preparation	NAEYC 1,4 CEC 4,7	1	2	5	Lesson Plans Unit Plan
Professional Responsibilities; Instruction; Classroom Environment	NAEYC 2, 5, CEC 9, 10	1, 3, 5, 7	2,5	6	Lesson Plans Discussion Exams

III. DETAILED COURSE OUTLINE

Week 1 Introduction and course overview

Week 2 Methods of planning for Instruction

Week 3 Three Phase Approach to Teaching

Week 4 Goals and Objectives

Week 5 Lesson Planning

Week 6 Unit Planning

Week 7 Teaching strategies that enhance learning

Week 8 Questioning strategies

Week 9 Appropriate assessment

Week 10 Importance of Positive Interactions

Week 11 Creating the Cooperative Classroom

Week 12 Guidance approaches for Young Children

Week 13 The Reflective Practitioner

Week 14 Sharing Unit Plans

Week 15 Final exam

IV. Evaluation Methods

Lesson and/or Activity Plans (100 points)

E-Portfolio Element-Although any assignment generated in this class may be used to document standards in your electronic portfolio, any two lesson plans that you generated as original work in this course for your unit plan are specifically identified (required) to be included in your e-portfolio. As always, the ultimate quality of this submission is that of the student. See the "Objectives" or "Outcomes Matrix" portions of this syllabus to determine appropriate standards to which you may pair your work and associated reflective statements in your electronic-portfolio.

Question Analysis Assignment (100 points)

This assignment requires the student to approach effective questioning from four perspectives. (1) Students will be asked to identify an article regarding the importance, significance, or instructional impact of questioning. Thes articles will be used as the basis of discussion regarding questioning strategies during instruction. (2) Following this discussion, students will review their first lesson plan to determine what questions are to be asked during the teaching. Students will classify these questions according to Bloom's Taxonomy and analyze the percentage of questions posed at each level of the taxonomy during the lesson. This analysis will be attached to the plan. (3) Students will review their second lesson plans and be asked to develop 3 questions at each level of the taxonomy to demonstrate understanding of appropriate questions. (4) Students will

observe three video captures of teaching across the semester to assess their ability to identify questions at each level of the taxonomy. These observations will be coded on a rubric and an analysis provided to demonstrate the student's ability to discern questions at each taxonomic level.

Teaching Experiences (50 points)

One lesson from the unit will be taught to peers in class for review and critique

Miscellaneous Individual/Group Requirements (i.e., Activities, Chapter Quizzes, exit writes) (50 points over the semester)

Participation

A variety of activities which require active student participation should be expected. (50 Points)

Unit Plan (100 Points)- Each student will develop a 4-lesson integrated unit plan. The fourth lesson will review all objectives from the previous three lessons. The unit plan will be based on a chapter book (novel) selected by the student. It must be pre-approved by the instructor. The IUP/PSE Unit Plan Format and a Unit Plan Rubric will be provided, as you will be expected to design your unit plan in accordance with them. Unit plans (2 copies) are due as announced in class and will take the place of formal mid-term/final exams. Your graded unit plan will be returned to you during the final exam session as part of the course's culminating activity.

Mid term (100 points)

Peer Review of Lesson (50 points) In order to identify the elements of a well designed instructional lesson for PreK to Grade 4 learners, students will participate in a peer review of the lesson plan. A rubric will be provided and students will be asked to identify strategies, techniques, and lesson elements that are present in the peer's work. Additionally, students will be asked to identify strengths of the lesson and areas for growth as they consider their ability to teach the lesson as a substitute teacher form the plan provided.

Final (100 points)

V. Example Grading Scale

A = 600-540 Points B = 539-480 Points C = 479-420 Points D = 419-360 Points

VI. Attendance Policy

Class attendance for the entire period is required. Tardiness or leaving class early is not a desirable trait for aspiring teachers. Three unexcused tardies will be assessed as one absence. Students are permitted three class periods of absence without penalty (as it is recognized that personal illness and/or emergency may occur). Each unexcused absence (absence without written documentation from an appropriate authority) beyond three class periods will result in a loss of 10 participation points for that class session. Students are expected to submit their written excuse upon return to class. As a courtesy, students should call or e-mail if an absence is anticipated. Deportment in class is also important. The use of cell phones or other electronic devices in class, unless for a class activity, is unacceptable conduct.

VII. Possible Texts

- Jacobsen, D., Eggen, P., & Kauchak, D. (2009). *Methods for Teaching:*Promoting Student Learning in K-12 Classrooms (8th Edition). New York:
 Pearson Education, Inc.
- Bredekamp, S., & Copple, C. (Eds.). (2009). Developmentally Appropriate Practice In Early Childhood Programs serving Children Birth through Age 8. National Association for the Education of Young Children.

Additional readings will be provided in class.

VIII. Special Resource Requirements None

IX. Preliminary Bibliography

- Brundett, M. (2002). Achieving competence, success, and excellence in teaching. London: Routledge.
- Chall, J. (2000). The academic achievement challenge: What really works in the classroom? New York: Guilford Press.
- Emmer, E.T., & Gerwels, M.C. (2002). Cooperative learning in elementary classrooms: Teaching practices and lesson characteristics. *Elementary School Journal*, 103 (1), 75-92.
- Futch, L. (2002). Let's go to the zoo: Guiding elementary students through

- research. Library Talk, 15 (2), 6-9.
- Godinovich, N. & MacFAdden, R. (2001). Who should teach reading through the grades? *Reading Today*, 18 (7), 15.
- Moon, T. (2005). The role of assessment in differentiation. *Theory into Practice*, 44 (3), 226-233.
- Rutherford, P. (2006). Leading the Learning. Leadership, 36 (1), 22-26.
- Ryan, M. (2008). Ask the teacher: A practitioner's guide to teaching and learning in the diverse classroom. Boston: Pearson/Allyn and Bacon.
- Tomlinsion, C. (2001). How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Analysis Questionnaire ECED 280

A. Details of the Course

- A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.
- A2. This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.
 - A3. This course has not been offered on a trial basis or as a special topic.
 - A4. This course is not dual level and will not be offered as such.
 - A5. This course will not be offered for variable credit.
 - A6. Examples of other institutions currently offering a similar course include Northern Arizona University ECI 320 Early Childhood Curriculum Mansfield University ELE 4405 Early School Curriculum Ages 6-8 Bowling Green State University HDFS 303 Approaches PreK Teaching and Learning
- A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

- **B1.** This course will be taught by appropriately qualified instructors in the PSE department.
- **B2.** This course is independent of other departments and is restricted to the major.
 - **B3.** This course will not be cross listed.

Section C: Implementation

- C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.
- C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.
- C3. None of the resources for this course are funded by a grant.
- C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.
- C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer at least 4 sections of this course each year as enrollment data dictate.
- C6. Each section of this course will accommodate 20 to 25 students.
- C7. No such recommendations are made.
- C8. This is not a distance education course

Section D: Miscellaneous

No additional information is required

2. Summary of Changes

ECED 280 Maximizing Learning	ECED 280 Maximizing Learning: Engaging all PreK to Grade 4 Learners
Furthers an understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement, and evaluate educationally sound and developmentally effective learning experiences for young children.	Examine competencies specific to the science of teaching, the organization and management of functional learning environments, and the design, implementation, and evaluation of developmentally appropriate learning experiences. Areas explored include models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.

ECED 280 Maximizing Learning is being proposed as a course revision with title change, catalog description change, course outcomes change, and attendant instructional activities change. The proposed course title ECED 280 Maximizing Learning: Engaging all PreK to Grade 4 Learners more accurately reflects the focus of the course on pedagogical content for all ECED/EDEX learners. The existing course contains Social Studies content which has been moved to the newly revised ECED 411 Social Studies for all PreK to Grade 4 Learners, which will adequately address the content areas previously included in ECED 280.

3. Justification/Rationale for Change

This proposed course revision is needed to comply with the mandated certification guideline changes from the Pennsylvania Department of Education. The PDE content standards for the new PreK to Grade 4 certificate require increased focus on Social Studies materials as well as increased attention to pedagogy that is specific to PreK to Grade 4 learners. With the proposed revision of this course, and the creation of ECED 411 (syllabus included in this proposal) both of these areas can be more fully explored for students preparing teach in inclusive PreK to Grade 4 settings.

4. Old Syllabus of Record

See attached

09-225

Oldsyllabus

Syllabus of Record

ECED 280 Maximizing Learning

I. Catalog Description

ECED 280 Maximizing Learning (3c-01-3cr)

Prerequisite: Admission to IUP Early Childhood Teacher Certification Program

Designed to further students' understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement and evaluate educationally sound and developmentally effective learning experiences for young children.

II. Course Objectives

At the completion of this course students will be able to:

- 1. Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promotes comprehensive development and learning outcomes for all young
- 2. Use developmentally appropriate and effective approaches, strategies and tools to influence young children's learning
- 3. Demonstrate understanding of the importance, central concepts, inquiry tools, and structures of social studies in the early childhood classroom and apply this understanding to the design of an appropriate unit of study for young children.
- 4. Demonstrate skill in selecting and adapting bias-free, culturally relevant learning materials that support learning by all children
- 5. Use a varied repertoire of research-based guidance approaches to meet individual children's needs
- 6. Demonstrate understanding of the importance of a supportive, interesting classroom environment and relationships as ways to prevent and correct many challenging behaviors
- 7. Use appropriate, responsible assessment tools and approaches.

Student Outcomes Assessment Matrix

COE-ET Conceptual Framework	INTASC Principle	ACEI Standards	NAEYC Standards	Course Objective and Performance Indicator	Course Assessment Measuring Objective
Planning and Preparation, Instruction	1,2,4,5 & 7	2a, 3a, 4	4d	1	Unit Plan, Four lesson plans
Planning and Preparation, Instruction	1,2,3,4,5,6, & 7	2a	4b	2	Unit Plan, Four lesson plans
Planning and Preparation, Instruction	1	2e	4c	3	Unit Plan, Four lesson plans, Two teaching experiences
Planning and Preparation	3	3b	4b1	4	Unit Plan, Four lesson plans, Two teaching experiences
Instruction, Classroom Environment	1,2,3,4,5,6, & 7	3d	4b	5	Unit Plan
Classroom Environment	1,2,3,4,5,6, & 7	3d, 3e	4d	6	Unit Plan
Planning and Preparation	8	4	3	7	Exams, Lesson Plans, Unit Plan

III. Course Outline

Week 1: 3 hrs.

Introduction and course overview

Developmentally Appropriate Practice The Teacher's Role in the Classroom

Week 2:

Focusing on Emergent Literacy and Reading

3 hrs The Three Phase Approach to Teaching

Week 3-4: Goals and Objectives: Planning for Learning

6 hrs Social Studies Standards

Strategies for Teaching Social Studies Concepts

Week 5-6: Lesson Plan Format
6 hrs Unit Plan Format

Integrated Curriculum in the ECE Classroom

Week 7 -8: Planning for Diverse Populations

6 hrs Teaching Strategies that Enhance the Learning Experience

Mid-Term Exam

Week 9: Questioning Strategies

3 hrs

Week 10: Appropriate and Responsible Assessment Tools and Approaches 3 hrs

Week 11: Creating the Cooperative Classroom
Importance of Positive Interactions

Micro teaching lesson

Week 12: Guidance Approaches Appropriate for Young Children 3 hrs

Week 13: The Reflective Practitioner 3 hrs

Week 14: Sharing Unit Plans

3 hrs

IV. Evaluation Methods

A. Four Lesson and/or Activity Plans 15%
Each student will develop four social studies lessons with a literacy focus

B. Two Teaching Experiences 15%

One of the above lessons will be taught to peers in a micro-teaching situation. Another of the above lessons will be taught in an early childhood classroom in one of the professional development school sites. Each lesson will be evaluated by an assigned observer and self-evaluated by the student.

Unit Plan
 Students will work in dyads to design a social studies unit plan appropriate for the early childhood classroom. Each student's four lesson plans

designed as course requirements may be incorporated into this unit. A classroom management plan is to be included with the unit plan.

D. Mid-Term Exam 15%.

E. Final Exam 25%

F. Electronic portfolio entries 5%

Each student will provide the professor with a copy of his/her electronic portfolio containing entries of choice demonstrating course work that assisted the student in meeting the designated NAEYC Standards. The student's philosophy of education statement will also be included in the electronic portfolio.

G. Participation 10%
Includes attending all scheduled class sessions and contributing to class discussions

V. Grading Scale

360-400 A 320-359 B 280-319 C 240-279 D Below 240 F

VI. Attendance Policy

Three hours of absence are allowable. If the student must miss a class session beyond these three hours he/she must provide documented evidence of illness or family emergency to the professor and schedule a meeting with the professor to make arrangements to fulfill the requirements for the course.

VII. Required Reading

Jacobsen, D., Eggen, P., & Kaichak, D. (2002). Methods for teaching: Promoting student learning (6th ed). Columbus, OH: Merrill Publishing Company.

Bredekamp, S., & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood programs. (Rev. ed.). Washington, D. C.: National Association for the Education of Young Children.

VIII. Special Resource Requirements

None

IX. Bibliography

Arends, R. I. (1998). Learning to teach (4th ed.). Boston: McGraw-Hill.

- Bickart, T. S., Jablon, J. R., & Dodge, D. T. (1999). Building primary classroom: A complete guide to teaching and learning. Washington, D. C.: Teaching Strategies, Inc.
- Gordon, A. M., & Browne, K. W. (2004). Beginnings & beyond: Foundations in early childhood education (6th ed.). NY: Delmar Learning.
- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). Designing effective instruction (4th ed.). NJ: John Wiley & Sons, Inc.
- Schickedanz, J. A., Pergantis, M. L., Kanosky, J., & Ottinger, J. (1997). Curriculum in early childhood: A resource guide for preschool and kindergarten teachers. Boston: Allyn and Bacon.
- Wong, H. K., & Wong, R. T. (1998). How to be an effective teacher: The first days of school. CA: Harry K. Wong Publications, Inc.

Course Analysis Questionnaire

ECED 280 Maximizing Learning

A. Details of the Course

A1. This course is a combination of ELED 257 Pedagogy I and ELED 357 Pedagogy II, two courses currently required for Early Childhood Education and Elementary Education majors in the Professional Studies in Education (PSE) Dept.

This new course is designed only for early childhood education majors in PSE Professional Sequence I, meaning they have been accepted into the PSE Teacher Preparation program of study. It will be a required course and will be designed specifically to meet the needs of early childhood educators.

With the redesign of the early childhood program of study to include the reading concentration, it became imperative to combine some existing courses in order to add three additional reading courses within the 120 credit hour mandate. Classroom management and issues in education are the main topics covered in ELED 357. Curriculum models, lesson planning, unit planning, teaching strategies and classroom management are the key elements of ELED 257. This

combination of courses eliminates the classroom management overlap.