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	09-23b AP-10/13/09 App-9/14/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
		MIDL 310 Instructional Theory and Planning for the Middle Level
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
		Middle Level Education for Grades 4-8
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	Mary Ann Hamrick	7-22-09
Department Chair(s)	Jennifer V. Rotgill	7-15-09
College Curriculum Committee Chair	Joseph Domaracki TECC	7-22-09
College Dean	Mary Ann Rafath	7-24-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	Gail S. Sechrest	10/13/09

* where applicable

OCT 07 2009

SEP 01 2009

Liberal Studies
Liberal Studies

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

MIDL 310 Instructional Theory and Planning for the Middle-Level

3c-01-3cr

Prerequisite: Admission into Teacher Education Step 1; Middle-Level major

Competencies specific to the art and science of teaching adolescents will be introduced with a focus on academic, social, and emotional developmental characteristics of young adolescents as they transition to the middle school. Students will become familiar with the fundamentals of middle-level learning and teaching theory and correspondingly appropriate models of teaching. Planning for instruction will be evidenced through the development of lesson and unit plans which reflect utility in inclusive and diverse settings.

II. Course Outcomes

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

1. Discuss the philosophy of middle level education and successful transition strategies to the middle level. (*PDE: IA1, IA2, IA4, IA5, IA6, IA7, IC1, IC2, IC3, and IC4*)
2. 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: IE1*)
3. Create positive, productive learning environments where differences, developmental, cognitive, or otherwise, are respected and supported, and individual potential is encouraged. (*PDE: IE2*)
4. Integrate cross-curriculum content and appropriate technology and materials into student-centered instructional planning. (*PDE: IE6, IE7, IF1, IF9*)
5. Critique classroom environments for positive and negative effects on student behavior and identify conditions for instruction which facilitate optimal growth of diverse learners. (*PDE: IB1, IB2*)
6. Identify appropriate alternative forms of assessment to evaluate learning. (*PDE IE8*)
7. Discuss dynamics in classrooms relating to aspects of pedagogy including: teacher expectations, student motivation, socio-emotional climate, integrated curriculum, and diverse learners. (*PDE: IC2, IE2, IE3, IE10, IG1*)

COE-ET Conceptual Framework (Danielson)	PDE 4-8 Guidelines/ Competencies	Course Outcome	Course Assessment Measuring Objective*
Planning and Preparation; Instruction	IA1, IA2, IA4, IA5, IA6, IA7, IC1, IC2, IC3, IC4	1	Lesson Plan Unit Plan Group and Individual Activities
Planning and Preparation; Instruction	IE1	2	Lesson Plan Unit Plan Internet Critique Group and Individual Activities
Professional Responsibilities; Classroom Environment; Instruction	IE2	3	Lesson Plan Group and Individual Activities
Planning and Preparation; Instruction	IC2, IE2, IE3, IE10, IG1	4	Lesson Plan Unit Plan Internet Critique Group and Individual Activities
Planning and Preparation; Instruction	IE6, IE7, IF1, IF9	5	Lesson Plan Unit Plan Internet Critique Group and Individual Activities
Instruction; Classroom Environment	IB1, IB2	6	Lesson Plan Examinations Group and Individual Activities
Professional Responsibilities; Instruction; Classroom Environment; Planning and Preparation	PDE: IC2, IE2, IE3, IE10, IG1	7	Lesson Plan Group and Individual Activities

*NCATE Common Project: Lesson plan designed to meet student needs and multiple objectives/competencies of the course.

III. Course Outline

DATE	TOPIC	ASSIGNMENT
Week 1	• Introduction of course • Review of syllabus • Introduction to the middle school and its history	• Read Chap. 4: <i>Designing an Appropriate Middle School: Influences from the Past to the Present</i>
Week 1	• Teacher roles & responsibilities • Introduction to middle school teaching and learning theory	• Read Chap. 1: <i>You Want to Be a What?</i>

Week 2	Philosophical foundations of developmentally responsive middle level programs and schools	Chap. 4 Continued: <i>Designing an Appropriate Middle School: Influences from the Past to the Present</i>
Week 2	- Sources of instructional goals - Overview of lesson plan format - Understanding middle schoolers' physical and cognitive growth	Read Chap. 2: <i>Understanding the Young Adolescent's Physical and Cognitive Growth</i>
Week 3	- Recognizing individual differences in the writing of instructional objectives - Understanding middle schoolers' social, emotional, and identity growth	- Chap. 3: <i>Who Am I? The Social, Emotional and Identity Trials of Young Adolescence</i> - Selected readings focused on objective writing for individual differences
Week 3	Writing instructional objectives for middle school students	No Readings: Classroom Workshop
Week 4	Writing instructional objectives for middle school students	- No Readings: Classroom Workshop - Internet Lesson Plan Critique Due
Week 4	Recognizing the importance and value of student support and assistance programs	Read Chap. 5: <i>Creating a Safe Haven for Learning</i>
Week 5	Introduction to middle level curriculum development and unit planning	- Read Chap. 6: <i>Student-Designed Curriculum</i> - Draft of Lesson Plan #1 Due
Week 5	Student motivation and transition to the middle school	Chap. 6 (continued): <i>Student-Designed Curriculum</i>
Week 6	Student motivation and transition to the middle school	Chap. 6 (continued): <i>Student-Designed Curriculum</i>
Week 6	Teach lesson plan #1	- Chap. 6 Continued: <i>Student-Designed Curriculum</i> - Prepare to teach Lesson Plan #1
Week 7	Effective questioning as an instructional strategy	Final Copy of Lesson Plan #1 Due
Week 7	Socratic seminar as an instructional strategy	Read Chap. 11: <i>Being an Advocate for Young Adolescents</i>
Week 8	Understanding and advocating for middle level students	Draft of Lesson Plan #2 Due

Week 8	• Models of teaching and learning • Technology integration	• Read Chap. 9: <i>Real Teachers Using Genuine Curriculum Integration</i> • Prepare to Teach Lesson Plan #2
Week 9	• Teach lesson plan #2	• Read Chap. 7: <i>Facilitating Meaningful Learning</i>
Week 9	• Serving diverse learners: Introduction to multicultural education (1.5 hours)	• Final Copy of Lesson Plan #2 Due • Review Chap. 5: <i>Creating a Safe Haven for Learning</i> • Selected readings focused on individual differences
Week 10	• Serving diverse learners: Introduction to learning styles, ELL, & inclusion (1.5 hours)	• Review Chap. 5: <i>Creating a Safe Haven for Learning</i> • Selected readings focused on topics related to serving diverse learners
Week 10	• Teaming: The heart of effective teaching at the middle school	• Read Chap. 10: <i>Altering School Structures</i>
Week 11	• Classroom management: Prevention	-----
Week 11	• The building blocks of classroom management: Intervention	• Read Chap. 11: <i>Being an Advocate for Young Adolescents</i>
Week 12	• Ethic of care	-----
Week 12	• Assessment and academic intervention: Using data	• Read Chap. 8: <i>Assessment that Promotes Active Learning</i>
Week 13	• Assessment: Using research	• Work on Unit Plan
Week 13	• Assessment: Using data and research	• Work on Unit Plan
Week 14	• Unit Plan Presentations	-----
Week 14	• Unit Plan Presentations	-----
Posted Exam Period	• Culminating Activity	-----

IV. Evaluation Methods

1. **Lesson Plans** – Each student will develop a minimum of two lesson plans. Both plans will be based on a pre-approved subject topic and will become part of the student's unit plan. A Professional Studies in Education Lesson Plan Template will be provided as students will be expected to design lessons in accordance with it. (NCATE Common Project/Key Assessment) (60 points)

2. **Internet Lesson Plan Critique** – Each student will select a lesson plan from the Internet and critique the plan. Criteria will be provided. (15 points)
3. **Group/Individual Activities** – A variety of activities/assignments will be conducted during or as a result of class sessions. This will include literature circle summaries and many other curricular opportunities to better understand the content of this course. (200 points)
4. **Unit Plan** – Students will develop a cross-curriculum unit plan which demonstrates understanding and application of a variety of middle level instructional models as well as a variety of appropriate alternative forms of assessment. A Professional Studies in Education Unit Plan Template will be provided as students will be expected to design a unit in accordance with it. Unit plans are due on the date of the student's unit plan presentation. (100 points)

V. Example Grading Scale

A = 345 – 375 points
B = 315 – 344 points
C = 285 – 344 points
D = 255 – 284 points
F = /< 254 points

VI. Course Attendance Policy

The course attendance policy is consistent with the university policy.

VII. Required Text

Brown, D. F., & Knowles, T. (2007). *What every middle school teacher should know*. Portsmouth, NH: Heinemann.

VIII. Special Course Requirements

None

IX. Bibliography:

Arnett, J. J. (2001). *Adolescence and emerging adulthood: A cultural approach*. Upper Saddle River, NJ: Prentice Hall.

Blakemore, S., & Choudhury, S. (2006). Development of the adolescent brain: Implications for executive function and social cognition. *Journal of Child Psychology and Psychiatry*, 47(3/4), 296–312.

- Casey, B. J., Giedd, J. N., & Thomas, K. M. (2000). Structural and functional brain development and its relation to cognitive development. *Biological Psychology*, 54, 241–257.*
- Caskey, M. M., & Ruben, B. (2007). Under construction: The young adolescent brain. In S. B. Mertens, V. A. Anfara, Jr., & M. M. Caskey (Eds.), *The young adolescent and the middle school* (pp. 47–72). Charlotte, NC: Information Age Publishing.
- Kellough, R. D., & Kellough, N. G. (2008). *Teaching young adolescents: Methods and resources for middle grades teaching* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.*
- Manning, M. L., & Bucher, K. T. (2005). *Teaching in the middle school* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.*
- Milgram, J. (1992). A portrait of diversity: The middle level student. In J. Irvin, (Ed.), *Transforming middle level education: Perspectives and possibilities* (pp. 16–27). Needham Heights, MA: Allyn & Bacon.*
- National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: Author.
- Scales, P. C. (2003). Characteristics of young adolescents. In National Middle School Association, *This we believe: Successful schools for young adolescents* (pp. 43–51). Westerville, OH: National Middle School Association.
- Stevenson, C. (2002). *Teaching ten to fourteen year olds* (3rd ed.). Boston: Allyn & Bacon.
- Van Hoose, J., Strahan, D., & L'Esperance, M. (2001). *Promoting harmony: Young adolescent development and school practices*. Westerville, OH: National Middle School Association.
- Wiles, J., Bondi, J., & Wiles, M. T. (2006). *The essential middle school* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.*

*Books and articles that include information on students with special needs and/or information about English language learners (ELL).

2. Course Analysis Questionnaire

MIDL 310 Instructional Theory and Planning for the Middle Level

Section A: Details of the Course

A1 MIDL 310 is a required course in the newly formed Middle Level Curriculum. It is focused on the PDE guideline involving instructional theory and planning techniques and strategies for the middle level (grades 4-8). It is part of a cadre of courses offered for Middle Level Major students during their Professional Core of classes.

A2 The content of MIDL 310 is a new course in a new program and focuses on topics and skills suitable for pre-service middle level teachers. In addition, the focus on *all* students, including ELL and special needs students, will further strengthen the content of this course. MIDL 310 is a newly developed course in accordance with PDE requirements.

A3 MIDL 310 has never been offered at IUP on a trial basis.

A4 MIDL 310 is not a dual-level course.

A5 MIDL 310 may not be taken for variable credit.

A6 As this is a new certification in the Commonwealth of Pennsylvania, no similar course exists for Pennsylvania Teaching Certification. Other non-Pennsylvania universities do offer undergraduate Middle Level Certification programs. In reviewing two of the most prominent, The University of Vermont and The University of North Dakota, no courses could be found focused specifically on the blend of instructional/learning theory and planning for middle level (grades 4-8) students are offered.

A7 The content and skills offered in MIDL 310 are required by the Pennsylvania Department of Education and are supported by the National Middle School Association standards.

Section B: Interdisciplinary Implications

B1 This course will be taught by faculty in the Professional Studies in Education Department only.

B2 There is no known relationship between the content of this course and the content of courses offered by other departments as this is a new course designed specifically for students in Grades 4-8. As this program is focused on mathematics, IUP's mathematics

department has been involved in most discussions to assure an alignment between our Professional Core courses and the Mathematics Departments content courses.

B3 MIDL 310 will not be cross-listed with other departments. It is offered only to undergraduate students pursuing a teaching certification for grades 4-8.

Section C: Implementation

C1 Faculty resources are adequate to teach this course.

C2 Other resources would include visuals, photocopying, and Internet sources. Current resources are adequate.

C3 This course is not funded by a grant.

C4 It is anticipated that MIDL 310 will be taught each semester once this program commences. It will be a part of a specified cadre of courses likely to be called Professional Sequence I to be offered once students achieve Step I (Teacher Education status).

C5 One, perhaps two, sections of MIDL 310 will be offered each semester.

C6 Our department plans to recruit a cohort of about 20 students for this program. This number range is consistent with past elementary cohorts.

C7 No known professional society makes a recommendation for student limits in classes instructing students interested in being middle level teachers.

C8 MIDL 310 is not planned as a distance education course.

Section D: Miscellaneous

This course is one of eight methodology courses from the Middle Level Professional Core. These courses are:

MIDL 310 Instructional Theory and Planning for Middle Level

MIDL 315 Adolescent Development, and Classroom Management

MIDL 221 Literature for the Middle Grades

MIDL 222 Reading Instruction and Assessment in Grades 4-8

MIDL 425 Language Arts Instruction and Assessment in Grades 4-8

MIDL 312 Science Instruction and Assessment in Grades 4-8

MIDL 311 Social Studies Instruction and Assessment in Grades 4-8

MATH 413 Mathematics Instruction in the Middle Grades