

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-23C	AP-11/10/09	App-12/1/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Sue Rieg	Email Address srieg@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 724-357-7795

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) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
<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 <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	Mary Ann Hornbush	7-22-09
Department Chair(s)	Jennifer V. Rotigel	7-15-09
College Curriculum Committee Chair	Joseph Domaradzki TECC	7-22-09
College Dean	Mary Ann Rajesh	7-24-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	Gail S. Schuist	

Received
 NOV 04 2009
 Liberal Studies

Received
 OCT 21 2009
 Liberal Studies

Received
 OCT 15 2009
 Liberal Studies

Received
 OCT 07 2009
 Liberal Studies

Received
 SEP 01 2009
 Liberal Studies

This is the new title

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Sue Rieg	Email Address srieg@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 724-357-2416

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

Change cover sheet + docket

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

<u>Current</u> Course prefix, number and full title	MIDL 315 Classroom Management and Adolescent Development
	<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 Catalog Description Change Program Revision

New Minor Program Program Title Change Other

New Track

<u>Current</u> program name	Middle Level Education for Grades 4-8
	<u>Proposed</u> program name, if changing

4. Approvals		Date
Department Curriculum Committee		
Chair(s)		
Department Chair(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs		

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

MIDL 315 Classroom Management and Adolescent Development

3c-0l-3cr

Prerequisite: Junior Status 57+ credits

Designed for middle level teacher education majors to promote their understanding of the physical, cognitive, social, and emotional development of young adolescents and the impact of their development regarding the learning process. Students will discuss, analyze, and apply major concepts, principles, theories, and research related to young adolescent development including adolescents with special needs and English language learners. Students will use this information to create a professional classroom management plan that supports the healthy development of all young adolescents in a diverse middle school environment.

II. Course Outcomes

Upon completion of this course, the students will

1. identify typical and atypical physical, cognitive, social, and emotional development of pre-adolescents and adolescents, realize that all pre-adolescents and young adolescents can learn, and accept responsibility to hold high, realistic expectations for the learning and behaviors of all young adolescents including students with special needs and English language learners and support them as they develop to their full potential. (I.A.1, I.A.2, I.A.6, I.G.1)
2. design strategies that provide all students with appropriate developmental skills in making the transition from elementary school to middle school, then to high school, and plan for supporting student adjustment to the changing relationship with teachers and the impact of peer pressure. (I.C.1, I.C.3)
3. implement the philosophical foundations of developmentally responsive middle level programs and schools, and apply the major concepts, principles, theories, and research, into a classroom management plan that demonstrates effective pre-adolescent and adolescent behavior strategies and uses appropriate organization techniques for the middle level classroom. (I.A.4, I.A.7, I.B.1., I.G.2, I.G.3)
4. research and present appropriate methods for interacting with families of students with disabilities and students who are English language learners as well as professionals who serve the young adolescents. The pre-service teachers will utilize this research and implement data-based decision making during their field placements by interacting with

adolescents' families including families of students with disabilities and students who are English language learners, and with various professionals that serve young adolescents. (I.H.5, I.H.7)

5. document the importance of being a positive role model, mentor, and coach to all young adolescents as the future teachers serve on advisory programs, co-curricular activities, and other programs that support the curriculum. (I.H.1, I.H.3)*
6. demonstrate professionalism and professional responsibilities by upholding professional standards, communicating deep knowledge of subjects taught, and participating in teaming and collaborative grade and building level structures while involved in their field placements. (I.H.2, I.H.4, I.H.6)*

*Weeks 11-15 of the semester are devoted to an intensive field experience which will give preservice teachers enrolled in this course the opportunity to work closely with building and university supervisors to hone and practice professional skills related to Objectives 5 and 6.

Student Outcomes Matrix

COE-ET Conceptual Framework	Objective	PDE	Assessment
Classroom Environment	1	I.A.1; I.A.2; I.A.6; I.G.1	Classroom Management Plan
Planning and Preparation; Professional Responsibilities	2	I.C.1; I.C.3	Transition Plan
Classroom Environment; Classroom Instruction	3	I.A.4; I.A.7; I.B.1; I.G.2; I.G.3	Classroom Management Plan
Planning and Preparation	4	I.H.5; I.H.7	Presentation
Professional Responsibilities	5	I.H.1; I.H.3	In-Class Group Project
Professional Responsibilities	6	I.H.2; I.H.4; I.H.6	Classroom Management Plan

III. COURSE OUTLINE

Week 1

Course Introduction and Overview

Physical Development of Pre-Adolescents and Adolescents

Reading: McDevitt & Ormrod Chapter 1 “Making a Difference in the Lives of Children and Adolescents”; Chapter 2 “Developmental Research with Children and Adolescents”; Chapter 3 “Physical Development”

Week 2

Cognitive, Social, and Emotional Development of Pre-Adolescents and Adolescents

Reading: McDevitt & Ormrod Chapter 4 “Cognitive Development 1: Piaget and Vygotsky”; Chapter 5 “Cognitive Development 2: Cognitive Processes”; Chapter 9 “Personal and Emotional Development”; and Chapter 10 “Social Understanding and Moral Development”

Week 3

Understanding Classroom Management and Classroom Discipline Related to Adolescent Development

Models of Discipline

Reading: Burden Chapter 1 “Understanding Classroom Management and Discipline in the Classroom”; and Chapter 2 “Models of Discipline”

Preparing for the School Year

Reading: Burden Chapter 3 “Preparing for the School Year” with supplemental information from the book *How to be an effective teacher: The first days of school* by Harry and Rosemary Wong

Week 4 (1 hour devoted to working with parents and families of students with special needs and English language learners)

Working with Parents and Families of Young Adolescents

Reading: McDevitt & Ormrod Chapter 12 “Families” and Burden Chapter 4 “Planning to work with Parents”

Week 5

Establishing Behavioral Standards Relative to Adolescent Development

Reading: Burden Chapter 5 “Choosing Rules and Procedures” and Chapter 6 “Maintaining Appropriate Student Behavior”

Week 6 (2 ½ hours devoted to diversity issues including students with special needs and English language learners)

Creating an Inclusive, Multicultural Classroom Relative to Adolescent Development

Working with Students with Disabilities and English Language Learners

Reading: McDevitt & Ormrod Chapter 13 “Interpersonal Relationships” and Chapter 14 “Growing up in Context”; and Burden Chapter 8 “Addressing Issues of Diversity” and Chapter 9 “Helping Students with Special Needs”

Week 7 (1 1/4 hour devoted to differentiating instruction for students with special needs and English language learners)

Differentiated Instruction for Management and Prevention of Disciplinary Problems

Supporting Students Relative to Adolescent Development

Reading: McDevitt & Ormrod Chapter 11 “Development of Motivation and Self-Regulation”; and Burden Chapter 10 “Planning and Conducting Instruction”

Week 8

Conflict Resolution Relative to Adolescent Development

Reading (Article): Roberts, L., Yeomans, P., & Ferro-Almeida, S. (2007). Project WIN evaluation shows decreased violence and improved conflict resolution skills for middle school students. *Research in Middle Level Education Online*, 30(80), 1-14

Week 9 (2 hours devoted for behavior management for students with special needs)

Interventions for Inappropriate Classroom Behavior Relative to Adolescent Development
Working with Challenging Students

Reading: Burden Chapter 11 “Responding to Inappropriate Behavior”; and 12 “Dealing with Challenging or Violent Students”

Week 10

Adolescents Making the Transition – From Elementary to Middle School

Adolescents Making the Transition – From Middle School to High School

Reading (Article): Malaspina, D. & Rimm-Kaufman, S. (2008). Early predictors of school performance at transition points. *Research in Middle Level Education Online* 31(9), 1-16.

Professional Responsibilities/Sharing of Research

Weeks 11 – 15 *Students will be in field placements where they will implement their research on working with families and other professionals, and their classroom management plans. Students will write a reflective paper on their field experience that explains how they implemented their research on working with families and professionals, and how they implemented their classroom management plans.*

IV. Key Assessment

1. Middle Level Classroom Management Plan – Students will create a classroom management plan that acknowledges the tenets of adolescent development and supports the healthy development of all young adolescents in a diverse middle school environment. This plan will identify typical and atypical physical, cognitive, social, and emotional development of pre-adolescents and adolescents, will show a commitment to maintaining realistic expectations for the developmental learning and behavioral needs of all young adolescents including students with special needs and English language learners. The plan will also show a commitment by the pre-service teachers to support the adolescent development and serve as models to them as they develop to their full potential. (A scoring rubric will be provided)

Other Evaluation Methods

2. Transition Plan – Students will create a transition plan for students Moving from elementary to middle school and from middle school to high school recognizing the special needs of adolescents. (A scoring rubric will be provided)

3. Presentations on Working with Families and Other Professionals – Students will work in small groups to research working with adolescents’ families and professionals who work to serve young adolescents. (A scoring rubric will be provided for the presentation.) When the students enter the field they will put their research to practice by interacting with families of students with disabilities and/or English language learners and how they worked with other professionals to serve the developmental needs of students and their families. Students will write a reflective paper discussing how they applied their research to practice. (A scoring rubric will also be provided for the reflective paper.)

4. In-Class Group Projects – During several class periods students will work with partners or small groups to complete in-class group projects.

V. Grading Scale

93% - 100%	A
85% - 92%	B
77% - 84%	C
69% - 76%	D
0% - 68%	F

VI. Attendance Policy

The course attendance policy is consistent with the university policy.

VII. Required Textbooks

Burden, P. R. (2006). *Classroom management: Creating a successful K-12 learning community*. New York: John Wiley & Sons.

McDevitt, T. M., & Ormrod, J. E. (2009). *Child development and education*. Upper Saddle River, NJ: Merrill Prentice Hall.

VIII. Special Course Requirements

None

IX. Bibliography

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Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.

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- *Emmer, E.T., & Evertson, C.M. (2009). *Classroom management for middle and high school teachers*. Upper Saddle River, NJ: Pearson.
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- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.
- Glasser, W. (1986). *The quality school: Managing students without coercion*. New York: HarperCollins.
- Hardin, C. J. (2008). *Effective classroom management: Models and Strategies for today's classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Jalongo, M.A., Rieg, S.A., & Helterbran, V.R. (2007). *Planning for learning: Collaborative approaches to lesson design and review*. NY: Teachers College Press.
- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Kauchak, D., Eggen, P., & Carter, C. (2002). *Introduction to teaching: Becoming a professional*. Upper Saddle River, NJ: Merrill Prentice Hall.
- *Nakkula, M., & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard Education Press.
- Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2003). *Classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

- *Pransky, K. (2009). There's more to see. *Educational Leadership*, 66(7), 32-37.
- *Pruitt, D., & Aacap. (2000). *Your adolescent: Emotional, behavioral, and cognitive Development from early adolescent through the teen years*. New York: Collins Living.
- *Ramirez, A.Y. (2009). A place for all families. *Educational Leadership*, 66(7), 32-37.
- *Rance-Roney, J. (2009). Best practices for adolescent ELLs. *Educational Leadership*, 66(7), 32-37.
- Rieg, S.A., Paquette, K.R., & Chen, Y. (2007). Coping with stress: An investigation of novice teachers' stressors in the elementary classroom. *Education*, 128(2), 211-226.
- Scarpaci, R. T. (2007). *A case study approach to classroom management*. Boston: Pearson.
- Weinstein, C., & Mignano, A. (1997). *Elementary classroom management*. Boston: McGraw Hill.
- Wong, H. K., & Wong, R. T. (2004). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.
- *Books and articles that include information on students with special needs and/or information about English language learners.

Course Analysis Questionnaire

MIDL 315: Classroom Management and Adolescent Development

Section A: Details of the Course

A1 MIDL 315 is a required course in the newly formed Middle Level Curriculum. It is focused on the PDE guideline involving adolescent development and appropriate classroom management strategies at 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 315 is a new course in a new program and focuses on topics and skills suitable for preservice 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 215 is a newly developed course in accordance with PDE requirements.

A3 MIDL 315 has never been offered at IUP on a trial basis.

A4 MIDL 315 is not a dual-level course.

A5 MIDL 315 My 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 universities out of state 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 focused specifically on the blend of middle level adolescent development and appropriate classroom management strategies at this level (grades 4-8) are offered.

A7 The content and skills offered in MIDL 315 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 315 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 315 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 315 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 MIDL315 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 112 Instructional Theory and Planning in Middle Level

MIDL 315 Classroom Management and Adolescent Development

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