

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 12-62a.  
 LSC Action-Date: AP-11/1/12 UWUCC Action-Date: AP-11/27/12 Senate Action Date: App-1/29/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) <b>Dr. Susie Fello</b>	Email Address <b>sfello@iup.edu</b>
Proposing Department/Unit <b>Professional Studies in Ed.</b>	Phone <b>7-2047</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: MIDL 315 Classroom Management and Adolescent Development

Proposed course prefix, number and full title, if changing: Same title with writing intensive designation

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

3. Other Designations, as appropriate

Honors College Course       Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: Middle Level Education 4-8

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Mary Ann Starnes</i>	10-1-12
Department Chairperson(s)	<i>Sue A. Reij</i>	10-1-12
College Curriculum Committee Chair	<i>Edgar R. ... (TECC Chair)</i>	10-22-12
College Dean	<i>Edward N. ...</i>	10-25-12
Director of Liberal Studies (as needed)	<i>[Signature]</i>	11-5-12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schriest</i>	12/6/12

Received  
 DEC 6 2012  
 Liberal Studies

Received  
 NOV 5 2012  
 Liberal Studies


Received  
 OCT 29 2012  
 Liberal Studies

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # \_\_\_\_\_  
Action \_\_\_\_\_

COVER SHEET: Request for Approval to Use W-Designation

## TYPE I. PROFESSOR COMMITMENT

- Professor Dr. Susan E. Fello
- Phone 724-357-2047 Email sfello@iup.edu
- Writing Workshop? (If not at IUP, where? when? Several writing workshops in previous 
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

## TYPE II. DEPARTMENT COURSE

- Department Contact Person Dr. Susan E. Fello
- Phone 724-357-2400 office Email sfello@iup.edu
- Course Number/Title MIDL 315 Classroom Management and Adolescent Development
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

## TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) Dr. Valeri Helterbran or Dr. Sue Rieg
- Phone 724-357-2400 Email vhelter@iup.edu srieg@iup.edu
- Course Number/Title MIDL 315 Classroom Management and Adolescent Development
- Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) *Valeri R. Helterbran, Ed.D.*

Department Chairperson *Sue G. Rieg*

College Dean *Edward Nardi*

Director of Liberal Studies *J. H. Purdy*

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)
- II. Copy of the course syllabus.
- III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

## CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,  
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

MIDL 315

## **I. Writing Summary -Description of Writing Intensive Activities for MIDL 315**

*MIDL 315 Classroom Management and Adolescent Development* is a course based on its predecessor, ELED 357: Pedagogy II, a writing-intensive methodology course focusing on classroom management for aspiring teachers. MIDL 315 has been approved as a new course in our recently approved Middle Level certification program (Grades 4-8) and retains the writing assignments in the aforementioned ELED 357 course with the exception of revisions to focus on adolescent development and classroom management for pre-service middle level teachers.

As with ELED 357, the intent of this writing-intensive course is to have teacher candidates enhance their learning through critical thinking and written expression. All graded assignments involve written expression as synopsisized below; therefore, 100% of graded work involves writing. Teacher candidates are provided with samples of each of the assignments, guidance on how to complete each assignment, and constructive feedback throughout the semester. One of the outcomes of the course is to improve students' professional writing.

- 1. Reflections (3 assignments, 2-3 pages each):** Teacher candidates will be required to write two to three page reflections related to their thoughts, readings, and/or class discussions. The topic addressed in these reflective essays will be thoroughly addressed with clear evidence of carefully thought through points of view.
- 2. Personal philosophy of adolescent development (1 assignment, 2-4 pages):** In this philosophy, teacher candidates will succinctly address their core beliefs – about students, teaching, and learning – and how these beliefs will influence teacher candidates when they become classroom teachers. Samples of philosophy statements will be shared in class. Teacher candidates will be guided on how to revise their statements. The philosophy statement written by the teacher candidate will be based on classroom management and adolescent behavior.
- 3. Current Issue Exploration (1 assignment, 10-15 pages each):** Teacher candidates will work to research a current issue in adolescent development and present the findings of this research to the rest of the class in a “fishbowl” discussion format. The word product of the research work will be submitted for assessment.
- 4. Key Assessment -Classroom Management Plan (1 assignment, NCATE Common Project, 10-15 pages):** The classroom management plan will represent how each teacher candidate envisions that his or her future classroom will be managed. Specifically, teacher candidates will include preventative, supportive, and corrective individual research, class presentations, and classroom observations are to be referenced throughout the plan as they apply to *all* teacher candidates in the class including developmental, academic, and social needs of middle level students. Teacher candidates will be able to revise their management plans based on professor guidance and support.

Assignment Title	# of Assignments	# of Total Pages (approximate)	Graded (Yes/No)	Opportunities for Revision	Percentage of Final Grade Represented
Reflection Essays	3	6-9	Yes	No	15%
Philosophy Statement	1	2-4	Yes	Yes	10%
Current Issue	1	10-15	Yes	No	15%
Classroom Management Plan	1	10-15	Yes	Yes	25%
<b>TOTALS:</b>	<b>6</b>	<b>28-43</b>	<b>---</b>	<b>---</b>	<b>65%</b>

**MIDL 315: Summary Chart of Writing Assignments is shown in the chart above.**

**Statement of Department Responsibility**

The Professional Studies in Education (PSE) Department commits to ensuring that the writing component is present regardless of who is teaching MIDL 315: Classroom Management and Adolescent Development. The syllabus of record will be shared with all faculty members who are assigned to teach the course and those professors will be encouraged to use the same or equivalent writing assignments. The Program Coordinator will share the requirements of the writing intensive course with PSE faculty. The Chairperson of the department will assign the course to those faculty members who are familiar with current theory and practice in writing across the curriculum.

## **Part II. Description of Curricular Change**

### **1. Syllabus of Record**

#### **I. Catalog Description**

MIDL 315 Classroom Management and Adolescent Development

3c-01-3cr

**Prerequisite:** Junior status (60crs or more)

For MIDL majors to create a professional classroom promote their understanding of the physical, cognitive, social, and emotional development of young adolescents and the impact of development on the learning process. Teacher candidates 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. Writing Intensive course

#### **II. Course Outcomes**

Upon completion of this course, the teacher candidates 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 potentials. (PDE: I.A.1, I.A.2, I.A.6, I.G.1,INTASC: 1, 2)
2. design strategies that provide all students with appropriate 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. (PDE:I.C.1, I.C.3,INTASC: 2, 7, 8, 9)
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. (PDE:I.A.4, I.A.7, I.B.1., I.G.2, I.G.3, INTASC: 1,2,3,7,9)
4. utilize research/data-based decision making while interacting with adolescents' families including families of students with disabilities and Teacher students who are English language learners and with various professionals that serve young adolescents. (PDE:I.H.5, I.H.7, INTASC: 8, 9, 10)
5. demonstrate an understanding of the importance of being a positive role model, mentor, and coach to all young adolescents as they serve on advisory programs, co-curricular activities, and other programs that support the curriculum. (PDE:I.H.1, I.H.3, INTASC: 9,10)
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.  
(PDE: I.H.2, I.H.4, I.H.6, INTASC: 9, 10)

- improve professional writing through feedback, reflection, and rewriting to a professional audience. (PDE: I.H.1, I.H.3. INTASC 9, 10)

**Student Outcomes Matrix**

<b>COE-ET Conceptual Framework</b>	<b>Objective</b>	<b>NCATE</b>	<b>INTASC</b>	<b>PDE</b>	<b>AMLE</b>	<b>Assessment</b>
Classroom Environment	1	4	1,2	I.A.1; I.A.2; I.A.6; I.G.1	1, 2	<b>Classroom Management Plan</b>
Planning and Preparation; Professional Responsibilities	2	5	2,7,8,9	I.C.1; I.C.3	1,2,4	Transition Plan
Classroom Environment; Classroom Instruction	3	1,4,5	1,2,3,7,9	I.A.4; I.A.7; I.B.1; I.G.2; I.G.3	1,2,4	<b>Classroom Management Plan</b> Philosophy statement
Planning and Preparation	4	4,5	8,9,10	I.H.5; I.H.7	1,4,6	Presentation
Professional Responsibilities	5	5,6	9,10	I.H.1; I.H.3	1,2,4	In-Class Group Project
Professional Responsibilities	6	1,5,6	9,10	I.H.2; I.H.4; I.H.6	4,7	<b>Classroom Management Plan</b> Current issues
Classroom Environment Professional Responsibilities	7	1,2,5,6	9,10	I.H.1, I.H.3	3,5	Written assignments throughout the course Reflections

**III.Course Outline**

**Week 1- 2.5 hours**

Course Introduction and Overview

Physical Development of Pre-Adolescents and Adolescents

**Week 2- 2.5 hours**

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

**Week 3- 2.5 hours**

Understanding Classroom Management and Classroom Discipline

Models of Discipline

Preparing for the School Year

**Week 4 –2.5 hours (2 hours will be devoted to working with parents and families of students with special needs and English language learners)**

Working with Parents and Families of Young Adolescents

**Week 5-2.5 hours**

Establishing Behavioral Standards

**Week 6 - (2.5 hours devoted to diversity issues including students with special needs and English language learners)**

Creating an Inclusive, Multicultural Classroom

Working with students with Disabilities and English Language Learners

**Week 7 - 2.5 hours-(2 hours devoted to differentiating instruction for students with special needs and English language learners)**

Differentiated Instruction for Management and Prevention

Supporting Students

**Week 8- 2.5 hours**

Conflict Resolution

**Week 9 (2.5 hours devoted for behavior management for students with special needs)**

Interventions for Inappropriate Classroom Behavior

Working with Challenging Students

**Week 10- 2.5 hours -(0.5 hour devoted to transitions- (2 hours –culminating activity- key assessment)**

**Weeks 11-15**

All students will be assigned to a Pre-Student Teaching II experience for the remainder of the semester. Field placements vary from teacher candidate to teacher candidate. University supervisors observe and monitor students' progress in the field, assisting with rewriting IUP documents as needed.

Making the Transition – From Elementary to Middle School

Making the Transition – From Middle School to High School

**IV.Evaluation Methods**

The following items will comprise 100% of the assignments in this course:

A. Transition Plan-10%



B. Presentations on Working with Families and Other Professionals – 15%

C. In-Class Group Projects-10%

D. Philosophy Statements-10%

E. Reflections-15%

F. Current issue exploration-15%

F. Key Assessment-25%

Middle Level Classroom Management Plan – Teacher candidates will create a classroom management plan that supports the healthy development of all young adolescents in a diverse middle school environment. Teacher candidates will receive guidance in conceiving, and organizing this written assignment. This constructive feedback will permit teacher candidates to refine and polish their final project. (A scoring rubric will be provided)

#### **V. Grading Scale**

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

#### **VI. Attendance Policy**

The University currently upholds an attendance policy. Attendance will be taken in every class. Your participation, discussion, professional conduct, timeliness, and effort are all important aspects of your success in this class. You are allowed 3 hours of absence. If more than the 3 hours are needed, a medical excuse or other documentation must be provided in order to make up any points not earned during the missed class period. Remember: school districts hire teachers who are punctual and faithful with attendance. See IUP Undergraduate Catalog.

#### **VII. Required Textbooks**

Burden, P. R. (2009). *Classroom management: Creating a successful K-12 learning community*. New York: John Wiley & Sons.

McDevitt, T. M., & Ormrod, J. E. (2013). *Child development and education*. Upper Saddle River, NJ: Merrill Prentice Hall.

#### **IX. Special Course Requirements**

None

## **X. Bibliography**

- Airasian, P.W. (1997). *Classroom assessment*. New York: McGraw Hill.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- \*Charles, C. M., & Senter, G.W. (2008). *Elementary classroom management*. Boston: Pearson.
- Curwin, R. L., & Mendler, A.N. (1998). *Discipline with dignity*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Damon, W., & Lerner, R. (2008). *Child and adolescent development: An advance course*. Hoboken, NJ: Wiley.
- \*Diaz-Rico, L. (2008). *A course for teaching English learners*. Boston: Allyn & Bacon.
- Edwards, C.H. (1997). *Classroom discipline and management*. Upper Saddle River, NJ: Merrill Prentice Hall.
- \*Emmer, E.T., & Evertson, C.M. (2009). *Classroom management for middle and high school teachers*. Upper Saddle River, NJ: Pearson.
- Emmer, E.T., Evertson, C.M., & Worsham, M.E. (2003). *Classroom management for secondary teachers*. Boston: Allyn & Bacon.
- Glasser, W. (1986). *The quality school: Managing Teacher candidates 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.

\*Ramirex, 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.

Wong, H. K., & Wong, R. T. (2004). *How to be an effective teacher: The first day of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

\*Books and articles that include information on student with special needs and/or information about English language learners

## II. Copy of the Former Syllabus of Record and Proposed Changes

### 2. Summary of the changes

Current Course Description	Requested Course Description
For MIDL majors to create a professional classroom management plan that supports the healthy development of all young adolescents in a diverse middle school environment. Students discuss, analyze, and apply major concepts, principles, theories, and research related to young adolescent development, including adolescents with special needs and English language learners.	For MIDL majors to create a professional classroom management plan that supports the healthy development of all young adolescents in a diverse middle school environment. Students discuss, analyze, and apply major concepts, principles, theories, and research related to young adolescent development, including adolescents with special needs and English language learners. (Writing Intensive course)

### 3. Justification:

The design for this syllabus of record was reviewed using the Liberal Studies Across the Curriculum Writing from the liberal studies guidelines.

#### **4. Old Syllabus of Record:**

### **MIDL 315 Adolescent Development and Classroom Management**

**3c-01-3cr**

**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 development on 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 potentials. (PDE: I.A.1, I.A.2, I.A.6, I.G)
2. design strategies that provide all students with appropriate 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. (PDE: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. (PDE:I.A.4, I.A.7, I.B.1., I.G.2, I.G.3,)
4. utilize research/data-based decision making while interacting with adolescents' families including families of students with disabilities and Teacher students who are English language learners and with various professionals that serve young adolescents. (PDE:I.H.5, I.H.7)
5. 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)

6. design strategies that provide all students with appropriate 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)
7. 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)
8. utilize research/data-based decision making while 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)
9. demonstrate an understanding of the importance of being a positive role model, mentor, and coach to all young adolescents as they serve on advisory programs, co-curricular activities, and other programs that support the curriculum. (I.H.1, I.H.3)
10. 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. (I.H.2, I.H.4, I.H.6)

### Student Outcomes Matrix

COE-ET	Objective	PDE	Assessment
<b>Conceptual Framework</b>			
Classroom Environment	1	I.A.1; I.A.2; I.A.6; I.G.1	<b>Classroom Management Plan</b>
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	<b>Classroom Management Plan</b>
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	<b>Classroom Management Plan</b>

### 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 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

**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

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

Supporting Students

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

**Week 8**

Conflict Resolution

**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

Working with Challenging Students

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

**Week 10**

Making the Transition – From Elementary to Middle School

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 the field for the remaining weeks of the semester where they can implement content, theory, and classroom management.**

**IV. Key Assessment**

1. Middle Level Classroom Management Plan – Students will create a classroom management plan that supports the healthy development of all young adolescents in a diverse middle school environment. (A scoring rubric will be provided)

#### **Other Evaluation Methods**

2. Transition Plan – Students will create a transition plan for students transitioning from elementary to middle school and from middle school to high school. (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)

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. (2002). *Child development and education*. Upper Saddle River, NJ: Merrill Prentice Hall.

#### **VIII. Special Course Requirements-None**

#### **IX. Bibliography**

Airasian, P.W. (1997). *Classroom assessment*. New York: McGraw Hill.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.



- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- \*Charles, C. M., & Senter, G.W. (2008). *Elementary classroom management*. Boston: Pearson.
- Curwin, R. L., & Mendler, A.N. (1998). *Discipline with dignity*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Damon, W., & Lerner, R. (2008). *Child and adolescent development: An advance course*. Hoboken, NJ: Wiley.
- \*Diaz-Rico, L. (2008). *A course for teaching English learners*. Boston: Allyn & Bacon.
- Edwards, C.H. (1997). *Classroom discipline and management*. Upper Saddle River, NJ: Merrill Prentice Hall.
- \*Emmer, E.T., & Evertson, C.M. (2009). *Classroom management for middle and high school teachers*. Upper Saddle River, NJ: Pearson.
- Emmer, E.T., Evertson, C.M., & Worsham, M.E. (2003). *Classroom management for secondary teachers*. Boston: Allyn & Bacon.
- 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., & Helderbran, 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.