Resolution #13 1994-95

TO: President John E. Van de Wetering
FROM: The Faculty Senate
RE: Resolution on Proposals for Middle Level Extension to PreK-6 and Selected Secondary Certification Programs

SUBJECT: For your information

Signed: Roger M. Weg Date Sent: March 30, 1995
(For the Senate)

TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: (See attached list) - Cover Page only - Call Faculty Senate for full resolution

Distribution Date: 4/5/95 Signed: (President of the College)
PROPOSALS FOR MIDDLE LEVEL EXTENSION TO PreK-6
AND SELECTED SECONDARY CERTIFICATION PROGRAMS

Submitted by the Department of Education and Human Development

February 1995

Overview

With the adoption of new certification rules on September 2, 1993, it became possible for institutions to create programs that would extend PreK-6 (Elementary) certificates to grades 7-9 in academic subject areas and programs that would extend 7-12 (Secondary) academic subject certificates to cover grades 5-6 in those content areas. These rules were adopted in response to the growing number of middle-level schools that have reorganized themselves to cover grades 6-8 or 5-8. The rule changes will provide more flexibility for teacher assignment and will provide necessary instruction for teaching at the middle level. The Department of Education and Human Development is requesting approval for a graduate-level, middle level extension program that will service both populations.
A PROPOSAL FOR A CONTINUING EXTENSION TO A PreK-6 CERTIFICATE TO PROVIDE INSTRUCTION IN ENGLISH, SPANISH, FRENCH, MATHEMATICS, a SCIENCE, OR SOCIAL STUDIES IN THE EARLY SECONDARY GRADES (7-9)

Admission Requirements
1. At least PreK-6 Provisional Teaching Certificate or acceptance to the M. S. in Education Alternate Elementary Education Program which leads to provisional certification PreK-6
2. Major or 36-hour concentration in an academic area appropriate to the teaching of English, Spanish, French, Mathematics, a Science, or Social Studies

Pre-requisite/Co-requisite Courses
1. A course in Developmental Psychology, Child Development, or Adolescent Psychology
2. An appropriate course in the teaching of reading
3. A student teaching experience at the 6th grade level, or a student teaching experience at the 5th grade level in a Middle School situation, or documented evidence of 180 clock hours of experience working with children of Middle School age with a 24 clock hour minimum in an academic setting.

Required Courses in the Program of Studies

EDI 528 The Middle School = 3 credits
Designed to introduce new and practicing teachers to the middle school philosophy. Activities and readings will focus on the developmental characteristics of early adolescents and the implications of those characteristics for effective instructional strategies. Other topics to be examined include the rationale for middle school organization, current practices in middle schools, controversial issues in middle grades education, and current research efforts involving middle schools and the students they serve.

EDI 529 Instruction and Curriculum for the Middle Grades = 3 credits
(Proposed course)
Designed to involve new and practicing teachers in the study of diverse instructional strategies, including interdisciplinary teaching and the teaming of faculty and students. Activities and readings will focus on the role of team organization within the middle school, instructional strategies appropriate for middle school students, interdisciplinary curriculum, scheduling, and management and discipline.
A PROPOSAL FOR AN EXTENSION TO A 7-12 CERTIFICATE
TO PROVIDE INSTRUCTION IN ENGLISH, SPANISH, FRENCH, MATHEMATICS,
a SCIENCE, OR SOCIAL STUDIES IN GRADES 5-6

Admission Requirements
At least 7-12 Provisional Teaching Certificate or acceptance to an M. S. in Education Alternate Secondary Education Program which leads to provisional certification 7-12

Pre-requisite/Co-requisite Courses
1. A course in Developmental Psychology, Child Development, or Adolescent Psychology
2. An appropriate course in the teaching of reading
3. A student teaching experience at Middle School level or documented evidence of 180 clock hours of experience working with children of Middle School age with a 24-clock hour minimum in an academic setting.

Required Courses in the Program of Studies

EDI 528 The Middle School - 3 credits
Designed to introduce new and practicing teachers to the middle school philosophy. Activities and readings will focus on the developmental characteristics of early adolescents and the implications of those characteristics for effective instructional strategies. Other topics to be examined include the rationale for middle school organization, current practices in middle schools, controversial issues in middle grades education, and current research efforts involving middle schools and the students they serve.

EDI 529 Instruction and Curriculum for the Middle Grades - 3 credits
(Proposed course)
Designed to involve new and practicing teachers in the study of diverse instructional strategies, including interdisciplinary teaching and the teaming of faculty and students. Activities and readings will focus on the role of team organization within the middle school, instructional strategies appropriate for middle school students, interdisciplinary curriculum, scheduling, and management and discipline.
Rationale for Programs

The 1989 Regents Policy Statement on Middle-Level Education and Schools with Middle-Level Grades outlines ways in which schools that serve middle-level students (ages 10-14) should differ in philosophy, structure, function, and staffing. The section of the policy statement that deals with Professional Training and Staff Development details the kind of preservice and inservice programs that are necessary for staff working at this level. The New York State Certification rules of 1993 indicate that institutions offering approved teacher certification programs at both the PreK-6 and Grades 7-12 levels may submit programs for state approval, and that such programs for both levels should provide "evidence of study in middle level education including adolescent development, the application of diverse instructional strategies including interdisciplinary teaching and the teaming of students and faculty so as to maximize student learning."

Because the extension of the PreK-6 certificate to include grades 7-9 is covered in one set of rules and the extension of the Grades 7-12 certificate is covered in another set, two separate programs are proposed even though there is considerable overlap between the two.

Evidence of Demand

Numerous Brockport students in current programs at both the undergraduate and graduate levels have indicated an interest in extending their current certification to include the middle level. Surveys of current Brockport students enrolled in certification programs indicate that 30-35 percent of them would like to extend their certificates to the middle level.

Potential Clientele

In addition to matriculated Brockport students, it is anticipated that a number of teachers already teaching in middle-level schools will be encouraged by their building administrators to secure this certification and thus facilitate more flexible staffing patterns.

Competition the Program Has From Other Rochester Area Colleges

Several other Rochester area colleges offer the middle level extension for their own students. In terms of competing with these colleges, the students may very well decide to seek the extension at their alma mater although the Brockport program may be of interest in terms of relative cost. For students completing a Brockport provisional certification program, we assume the availability of the extension here would be attractive. Since many Brockport alumni are teaching in the Rochester area, we expect that we will do well in this market.
Description of New Courses

Only one new course is included in the new program. One course, EDI 528 The Middle School, has been taught several times in the past few years. The new course, EDI 529 Instruction and Curriculum for the Middle Grades, is designed for new and practicing teachers to learn more about diverse instructional strategies, including the interdisciplinary teaming of faculty and students. Activities and readings will focus on the role of team organization within the middle school, instructional strategies appropriate for middle school students, interdisciplinary curriculum, scheduling, and classroom management and discipline.

Sequence of Offerings

Each course will be offered at least once a year with the first course, EDI 528 The Middle School, being offered the Fall 1995 semester. If and when the demand increases, a two-course sequence may be offered in the summer session.

Staffing

Existing staff will be able to meet the demands of the program, among whom the current department chair is recognized nationally as having expertise in middle level education.

Resources, Facilities, and Non-teaching Staff Needed to Implement the Program

While it is anticipated the current staff will be able to implement the program, it should be noted that student teaching placements in middle schools for additional students will need to be made and will require more staff time in arranging these placements.

Letters of Support from Cooperating Departments, Agencies, Institutions, etc.

The proposal was reviewed by several area teachers this past fall semester, and their input was included in the design of the program.