



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

**EDEL 413-02: Developmentally Appropriate Teaching Practices**

**Fall 2021**

**Department of Teacher Education**

**Course Information**

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<b>Instructor:</b> Dr. Stacy A. Griffin	<b>Email:</b> stacy.griffin@csulb.edu
<b>Office Hours Days/Times:</b> Monday through Friday, 10am-4pm	<b>Office Hours Venue:</b> Virtual Office or via Email
<b>Class Days/Times:</b> This is a hybrid course which means that there will be face to face and online sessions. We will meet on the first Tuesday of each month from 12:30-2:20 in ED2-158. All other classes will be conducted via BeachBoard.	
<b>Office Hours Days/Times:</b> The first Tuesday of each month: 2:20-3:20 All other days: Virtual Office or via Email	<b>Office Hours Venue:</b> The first Tuesday of each month: ED2-158 All other days: Virtual Office on BeachBoard or to stacy.griffin@csulb.edu

**Catalog Course Description**

Research-based theories and principles of human development, learning, and motivation; educating the “whole child;” developmental characteristics of the following age groups: 5-8 years, 9-11 years, and 12-14 years; developmentally appropriate teaching practices; subject-specific pedagogy in health and physical education; the child, the family, and the school; effects of family involvement on teaching, learning and academic achievement; effective communication with families; student health and safety; creating respectful, effective learning environments; using technology in the classroom (e.g., basic principles of operation, basic troubleshooting and Acceptable Use Policies). A minimum of ten hours of fieldwork in classrooms where at least 25% of the students are classified as English learners. Traditional grading only.

**Syllabus:**

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on BeachBoard. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

## Course Student Learning Outcomes and Goals

### **SLO 1-Lesson Design and Assessment** (CSTP 1; TPEs 4, 5, & 6)

**1-1** Describe diverse family structures and child rearing practices.

**1-2** Describe effects of family involvement on teaching, learning and academic achievement.

**1-3** Identify resources and practices for all students including special needs and English language learners with attention to the following: (a) effective communication with all families; (b) traditional and innovative strategies for parents, communities, and schools working together; (c) models for parent-school community partnerships; and (d) appropriate use of peer coaching models.

### **SLO 2-Lesson Implementation and Assessment** (CSTP 2; TPEs 10 & 11)

**2-1** Demonstrate knowledge necessary for using technology in the classroom including basic principles of operation of computer hardware and software, basic troubleshooting techniques and issues related to copyright, privacy, security, safety, and Acceptable Use Policies.

**2-2** Develop a personal approach to creating a respectful, effective learning environment based upon a review of a variety of approaches described in the professional literature (e.g., Glasser's control theory; Kounin's lesson management; Ginott's communication approach; Dreikurs's democratic teaching; Canter's Assertive Discipline; Gordon's Discipline as Self-Control, Nelsen's Positive Discipline, and Kohn's Beyond Discipline).

### **SLO 3-Classroom Management and Environment** (CSTP 3; TPE 1)

**3-1** Investigate the research-based theories and principles of human development and learning including differentiated instruction for students based on cognitive levels and physical ability.

**3-2** Describe developmental characteristics of the whole child (e.g., physical, cognitive linguistic, emotional, social, moral) within the following three school grade categories and relevant age groups: K-2 (5-8 years); 3-5 (9-11 years); and 6-8 (12 –14 years).

**3-3** Analyze how theories inform practices and policies in school settings and how these affect student conduct, attitudes, and achievement.

### **SLO 4-Professionalism** (CSTP 4; TPEs 7, 8, 9; Reading Standards for Literature K–5, Informational Text K–5, & Foundational Skills K–5; RICA Domain 1)

**4-1** Demonstrate understanding of the concept of developmentally appropriate teaching practices.

**4-2** Demonstrate an ability to design and implement developmentally appropriate teaching practices in health and physical education using state-approved standards and goals.

**4-3** Apply CCSS standards-based lesson design components including Specially Designed Academic Instruction in English (SDAIE) for English language learners.

**4-4** Apply differentiated instruction based on cognitive levels and physical abilities.

### **SLO 5-Assessing student learning** (CSTP 5; TPEs 2 & 3)

**5-1** Describe and analyze (a) school factors influencing students' learning and behavior; (b) basic psychological needs of students; (c) issues of power, control, order and caring; (d) positive teacher-student relationships; (e) positive peer relationships; (f) students' motivation to learn; (g) ways to minimize disruptive behavior and increase learning by effective classroom management and organization; and (h) crisis prevention and conflict management and resolution.

### **SLO 6-Developing as a professional educator** (CSTP 6; TPEs 12 & 13; RICA Domain 1)

**6-1** Demonstrate knowledge of (a) major laws, concepts and principles related to student health and safety; (b) impact of student health on academic achievement; (c) effective strategies for encouraging healthy nutrition of children and youth; (d) physiological and sociological effects of alcohol, drugs, and tobacco; and

(e) referral and support services for healthy families and children.

### **Required Texts/Course Materials:**

Jones, V.F. & Jones, L. (2016). *Comprehensive classroom management: Creating communities of support and solving problems* (11th ed.). Boston, MA: Allyn and Bacon

*\*This text will be available digitally as a “Day One Digital Access” on the first day of class. The text must be accessed via BeachBoard, and by the add/drop deadline. You will have the opportunity to purchase the digital text for a significantly reduced price.*

### **Recommended Text and Readings:**

Telljohann, S., Symons, C., Pateman, B., & Seabert, D. (2020). *Health Education: Elementary and Middle School Applications*. Boston: McGraw-Hill, 9<sup>th</sup> Edition.

California Department of Education. (2003). Health Framework for California Public Schools.

<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

California Department of Education. (2009). Physical Education Framework for California Public Schools.

<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

### **About This Course/Teaching Philosophy/What to Expect**

In our course, we will build an inclusive community of learners dedicated to the academic and social well-being of each individual and the collective group. I embrace the view that education is enhanced when we acknowledge, affirm, validate, and value diverse backgrounds and perspectives. I will provide materials and activities that are relevant and meaningful of diversity, including but not limited to race, gender, gender identity, ethnicity, national origin, sexuality, different abilities, age, culture, religion, and socioeconomic status. Together, we can create an environment that advocates inclusivity and equity. We can be empowered to question traditional educational practices and represent those who have been historically underrepresented in American education. I invite you to be my ally on this journey. With your hard work and dedication and my unwavering support, I know that you can be successful in this course and a catalyst for change in the future!

### **Mode of Delivery and Technical Requirements**

This course is hybrid in design, involving both in-person instruction and asynchronous online learning. Students will access the course material and activities on BeachBoard. All students must have access to a computer or other device with Internet functionality to access BeachBoard. On the first Tuesday of each month, we will meet on campus, and you will be expected to participate in activities, discussions, and collaborative assignments.

To access this course on BeachBoard, students will need access to the Internet and a supported web browser (Safari, Google Chrome, or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. If students need technical assistance during the course or would like to report a technical issue with BeachBoard, they should contact the Technology Help Desk. The university provides a variety of technology resources to students. Please do not email the instructor with questions about technology.

### **Course Communication**

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class

assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

### **Communication Etiquette**

Students may post questions to the *Virtual Office* on BeachBoard at any time.

Students may email the instructor, Monday – Friday (10:00am-4:00pm). **I am not obligated to respond to emails or questions in the *Virtual Office* outside of the hours posted.** I do not work on weekends.

**Please do not** email me or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser. When contacting me, **include the title and section of the course** you are inquiring about. Be sure to use professional language for all correspondence (*Ex. Dear Dr. Griffin, My name is \_\_\_\_\_ and I am enrolled in class/section number. I have a question about \_\_\_\_\_.*) **When emailing, you are required to use your CSULB account.**

**Course Calendar is Below:**

Week	Week	Topics, Readings, and Assignments	Due Dates/Deadlines
1 8/24	ED2- 158	<b>Welcome!</b> Getting to Know my Group Assignment Syllabus, course calendar, and scavenger hunt	On or before 11:59pm Monday, 8/30: Getting to Know my Group Assignment and Scavenger Hunt due to the Dropbox
2 8/31		<b>Classroom Management in Perspective</b> IRIS Module: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices <a href="https://iris.peabody.vanderbilt.edu/module/beh1/#content">https://iris.peabody.vanderbilt.edu/module/beh1/#content</a> Read Jones Chapter 1 Review documents in the weekly Content Tab	On or before 11:59pm on Monday, 9/6: Submit the IRIS Module Reflection to the Dropbox
3 9/7	ED2- 158	<b>Understanding Students' Basic Psychological Needs</b> Read Jones Chapter 2 Discussion Board post and responses Review documents in the weekly Content Tab	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday
4 9/14		<b>Establishing Positive Student-Teacher Relationships</b> <b>Creating Positive Peer Relationships</b> Read Jones Chapters 3 and 4 Discussion Board post and responses Review documents in the weekly Content Tab	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday
5 9/21		Group presentation (All students are required to respond)	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday
6 9/28		<b>Working with Parents</b> Read Jones Chapter 5 Discussion Board post and responses Review documents in the weekly Content Tab	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday
7 10/5	ED2- 158	Group presentation (All students are required to respond)	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday

8 10/12		Group presentation (All students are required to respond)	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday
9 10/19		<p><b>Developing Standards for Classroom Behavior and Methods for Maximizing On-Task Student Behavior</b></p> <p><b>Enhancing Student Motivation to Learn</b></p> <p>Watch video of choice on a health lesson and write reflection</p> <p>Read Jones Chapters 6 and 7</p> <p>Discussion Board post and responses</p> <p>Review documents in the weekly Content Tab</p>	<p><b>On or before 11:59pm on Monday, 10/18:</b></p> <p><b>Submit your Health Lesson Reflection to the Dropbox</b></p> <p>Initial post on or before 11:59 on Friday</p> <p>Responses due on or before 11:59pm on Monday</p>
10 10/26		<p><b>Responding to Behavior that Disrupts the Learning Process</b></p> <p>Read Jones Chapter 8</p> <p>Discussion Board post and responses</p> <p>Review documents in the weekly Content Tab</p>	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday
11 11/2	ED2-158	Group presentations (All students are required to respond) Watch video of choice on a PE and write reflection	<p><b>On or before 11:59pm on Monday, 11/1:</b></p> <p><b>Submit your PE Lesson Reflection to the Dropbox</b></p> <p>Initial post on or before 11:59 on Friday</p> <p>Responses due on or before 11:59pm on Monday</p>
12 11/9		Group presentations (All students are required to respond)	Initial post on or before 11:59 on Friday Responses due on or before 11:59pm on Monday

13 11/16		<p><b>Using Problem Solving to Resolve Behavior Problems</b>  <b>Developing Individual Behavior Plans</b></p> <p>Read Jones Chapters 9 and 10  Discussion Board post and responses  Review documents in the weekly Content Tab</p>	<p>On or before 11:59pm on Monday, 11/15:  <b>Submit your PE or Health Lesson to the Dropbox</b>  Initial post on or before 11:59 on Friday  Responses due on or before 11:59pm on Monday</p>
14 11/23		Fall break	No class
15 11/30		Group presentation (All students are required to respond)	<p>Initial post on or before 11:59 on Friday  Responses due on or before 11:59pm on Monday</p>
16 12/7	ED2-158	<p>S4 Confirmation  Watch and respond to the video posted on the Discussion Board</p>	<p><b>Submit proof of S4 to the Dropbox by Monday 12/13</b></p>

## Course Evaluation Components and Grading

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### Evaluation Components

**“Getting to Know my Group Assignment”:** The purpose of this assignment is to build meaningful connections with others in our course so they can become resources for you throughout this semester. Your group members will be ones you rely on to ask questions and provide feedback on any assignments/activities. This assignment will be conducted on campus and can be completed via emails, discussion/chat forums, or any video conferencing app (Zoom, Google Duo, FaceTime, etc.). Detailed instructions can be found on BeachBoard.

**“Getting to Know My Group” Assignment due to the Dropbox (5 points total).**

**“Scavenger Hunt”:** After reviewing the syllabus and our BeachBoard, complete the 10-question activity with your group. Accurate responses will earn full credit. Partial responses will not.

**“Scavenger Hunt” due to Dropbox (5 points total).**

**IRIS Module:** You will complete an IRIS module and submit a brief reflection to the Dropbox. The response should be one page and include your personal thoughts on the content. **Do not answer the questions at the end of the module, but rather write your ideas on the topics.** You must use Times New Roman, 12-point font, and double space. Failure to do so will result in a deduction of points.

**IRIS Module Reflection due to Dropbox (15 points total).**

**Group Presentation:** Your group will choose one component from SLO 2 or 6. You will all conduct research on the topic and outline important concepts and ideas using PowerPoint, Prezi, or any type of presentation tool. Upload the presentation to Discussion Board. **Be creative! Make your presentation engaging!**

### **Group Presentation due to the Discussion Board (25 points total).**

**Observation of a Health Lesson:** Alternative assignment due to pandemic: Watch the video Mental Health Lesson - "Tennis Ball Toss" Resiliency posted in our Week Three Content Tab. Do not summarize, but rather write a one-page *reflection* about the lesson and submit to the Dropbox.

### **Observation of a Health Lesson (10 points total).**

**Observation of a Physical Education Lesson:** In response to the global pandemic, you will view a video lesson of your choosing and write a reflection. Google or go YouTube to view a video on teaching physical education. Do not summarize, but rather write a one-page *reflection* about the lesson and submit to the Dropbox.

### **Observation of a Physical Education Lesson (10 points total).**

**PE or Health Lesson Plan:** Alternative assignment due to pandemic: Independently or with your group, design a PE OR Health lesson. Using the PE Framework for California Public Schools and PE Content Standards, P.E. Central Website, or the Health Content Standards, design and implement a developmentally appropriate lesson for students. Submit the lesson plan to the Dropbox.

### **PE or Health Lesson Plan (10 points total).**

**Discussion Board and In-Class Participation:** Each week you are expected to complete assigned chapter reading and record your reactions to the Discussion Board. Your initial response should be substantive (a minimum of 150 words, references course readings, theory, or personal experience). You are also expected to reply to at least one other post.

What to write about: Include in your response one or more of the following types of discussion board postings:

- Tell your story: Write about your personal experiences with the topics or assessment tools in your readings;
- Ruminates about new ideas: Write your thoughts about something you have never considered before;
- Reference other readings: Cite and discuss what you have read in other books or articles;
- Note questions you have, unfamiliar terms or concepts, confusing sections, etc.

### **Discussion Board and In-Class Participation (20 points total).**

#### **S4 @ The Beach:**

- ALL credential candidates are required to log their fieldwork hours on S4@ The Beach. Due to the pandemic, we will use alternative assignments (creating an E-Portfolio) to meet the requirements.
- Information on how to complete the time log can be found on the Office of Clinical Practice website at [www.csulb.edu/ocps4](http://www.csulb.edu/ocps4).
- **Please note: Students will not receive credit for this class without the completed S4 Verification. Falsifying information on the Verification Forms will result in failing the class and referral to the Department Chairperson.**

**Submit fieldwork hours to S4 @ The Beach, then upload confirmation page to Dropbox.**

## Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

## Evaluation Components and Weight

Evaluation Component	Points
"Getting to Know my Group Assignment"	5
"Scavenger Hunt"	5
IRIS Module	15
Group Presentation	25
Observation of a Health Lesson	10
Observation of a Physical Education Lesson	10
PE or Health Lesson Plan	10
Discussion Board and Participation	20
<b>Total</b>	<b>100</b>

## Course Policies

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### Attendance and Participation

Attendance and active participation are essential to your success in this class, whether in person or online. Participation counts for 40 points toward your grade and will be monitored both through attendance at in-person sessions and through entries in the online discussion board via BeachBoard. Non-participation in either in-person or asynchronous aspects of the course will negatively impact your grade.

### Work/Make-up Policy

- All assignments are to be typed in Microsoft Word and formatted using Times New Roman, 12-point font, double-spaced, and 1" margins.
- All assignments are to be uploaded to BeachBoard except when otherwise indicated.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.
- Resubmitted assignments are not eligible for full credit.
- Late submissions, within one week of the deadline, will be penalized by 20%.
- No late assignments will be accepted 7 days after the initial due date or one week before the final day of class, or thereafter.
- Keep a copy of each assignment for your own records.

### Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes

plagiarism. It is your responsibility to review the University policy on Academic Integrity that governs your participation in courses at CSULB.

### **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

### **Special Needs Accommodations**

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at [bmac@csulb.edu](mailto:bmac@csulb.edu) for reasonable accommodations.

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations, and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment,

discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## **Additional Information**

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### **Sexual Assault, Rape, Dating/Domestic Violence and Stalking**

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

### **Student Support Services**

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments, and deadlines, if situations that arise that necessitate doing so.

**I look forward to a successful semester!**