



**CSULB, COLLEGE OF EDUCATION,
DEPARTMENT OF TEACHER EDUCATION
Spring, 2021**

EDEL 413: Developmentally Appropriate Teaching Practices, Fall 2020

Online; Asynchronous; Alternative Fieldwork

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.

Instructor: Jill Isbell, Psy.D	Office: Online
	Email: jill.isbell@csulb.edu
Office Hours: Email or by appointment for Zoom or Phone	Prerequisite: N/A
Course: EDEL 413: Developmentally Appropriate Teaching Practices	Term: Spring, 2021
Class Days/Times: Course is accessible 24/7	Class Location: Online

Course Description

Research-based theories and principles of development, learning, and motivation; developmentally appropriate teaching practices; subject specific pedagogy in health and physical education.

A minimum of 10 hours alternative fieldwork in K-8 classrooms with a minimum 25% English Learners required. Alternative fieldwork assignments will be provided by instructor.

Letter grade only (A-F).

Student Learning Outcomes (SLO)

The following Student Learning Outcomes (SLOs) are aligned with the MSCP SLOs, which are based on the *California Standards for the Teaching Profession* (CSTPs), the *Teaching Performance Expectations* (TPEs, revised and adopted March, 2013); Common Core State Standards (revised March, 2013).

Upon successful completion of the course, students will:

SLO 1-Engaging & supporting all students in learning (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-Creating & maintaining effective environments for student learning (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-Understanding & organizing subject matter for student learning (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-Planning instruction & designing learning experiences for all students (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.

Outline of Subject Matter

- 1) Research-Based Theories and Principles of Human Development and Learning (SLOs 1 & 3)
 - a) Prevailing contemporary theories of development and learning
 - i) Theories of learning
 - ii) Theories of motivation
 - b) Educating the whole child (e.g. intellectual, moral/ethical, social/emotional, physical, personal)
 - i) Developmental characteristics of the following age groups: K-2 (5-8 years); 3-5 (9-11 years); 6-8 (12-14 years)
 - c) How theories inform practices and policies in school settings and the effect of student conduct, attitudes and achievements
 - d) Developmentally appropriate practices
 - i) Concept defined
 - ii) Analysis of developmentally appropriate and inappropriate practices
- 2) Subject-specific Pedagogy in Health and Physical Education (SLO 4)
 - a) California curriculum frameworks for Health and Physical Education
 - i) Goals of the physical education program

- ii) Goals of the health education program
 - b) Developmentally appropriate instruction in health and physical education in grades K-2, 3-5, and 6-8
 - c) State-adopted instructional materials
 - d) Resources for lesson planning
- 3) Creating a Supportive, Healthy Environment for Student Learning (SLO #2 & 5)
- a) The Child, the Family, and the School
 - i) Diverse family structures and child rearing practices
 - ii) Effects of family involvement on teaching, learning and academic achievement
 - iii) Effective communication with all families
 - iv) Support and resource roles of families
 - v) Traditional and innovative strategies for parents, communities, and schools working together
 - vi) Models for parent-school-community partnerships
 - b) Student Health and Safety
 - i) Major laws, concepts and principals related to student health and safety
 - ii) Health status of children and youth
 - iii) Impact of student health on academic achievement
 - iv) Common chronic and communicable diseases of children and adolescents
 - v) Effective strategies for encouraging healthy nutrition of children and youth
 - vi) Physiological and sociological effects of alcohol, narcotics, drugs and tobacco
 - c) Referral and Support Services for Healthy Families and Children
 - i) Identification of children suffering from physical, psychological, emotional or social health problems
 - ii) Community-based service agencies
 - d) Respectful, Effective Learning Environments
 - i) School factors influencing students' learning and behavior
 - ii) Students' personal needs
 - iii) Issues of power, control, order and caring
 - iv) Establishing positive teacher-student relationships
 - v) Creating positive peer relationships
 - vi) Enhancing students' motivation to learn
 - vii) Minimizing disruptive behavior and increasing learning by effective classroom organization and management
 - viii) Crisis prevention and conflict management and resolution
 - ix) Individual, classroom, and school-wide student management programs
 - x) Basic principles of operation of computer hardware and software
 - xi) Basic troubleshooting techniques for computer systems and related peripheral devices
 - xii) Issues including copyright, privacy, security, safety and Acceptable Use Policies

- 4) Field Experiences (SLO 6)
- a) Analysis of school settings in terms of research-based theories of growth and learning
 - b) Identification of developmentally appropriate and inappropriate practices
 - c) Students will observe and analyze the following in a virtual school setting: lessons in health and physical education, forms of parent involvement and communication, student management programs in classrooms and school-wide.
 - d) Students will select one grade level in one of the three categories (K-2, 3-5, 6-8). Assess five children in the same grade level in terms of the Physical Fitness Test. Record your information and analyze the information in terms of the developmental characteristics of physical development for that age group. Note individual differences in development. Using the frameworks and standards and the assessment data, design and implement a developmentally appropriate lesson for the small group of five children. Submit a reflective essay along with your lesson plan and establish goals for your own professional growth in terms of teaching effectiveness and subject matter and knowledge.
 - e) Students will develop a developmentally appropriate lesson plan that relates to the goals of health education as stated in the Health Framework. Students will utilize their knowledge developed through course readings, class discussions, and observations of health education programs in their virtual field experience, suggestions for other class peers and their cooperating teachers, and other professional sources of information in the development and preparation of the lesson design.
 - f) Students will interview one or more teachers at a school site about one of the following (a) community-based agencies for referral and support to encourage healthy children and families; (b) classroom management approaches including procedures for routine tasks and managing transitions (including technology integration); (c) personal experiences related to inappropriate or violent student behavior and what steps were taken to help the student; (f) drug and tobacco prevention programs employed at the school.

Required Texts/Readings

Jones, V.F. & Jones, L. (2015). *Comprehensive classroom management: Creating communities of Support and Solving Problems*, Boston, MA: Allyn and Bacon, 11th Edition.

Pangrazi, R. P., (2009). *Promoting physical activity and health in the classroom*. San Francisco, CA: Benjamin Cummings, 9th Edition.

California Department of Education. (2003). *Health framework for California public schools*. Sacramento: Author.

California Department of Education. (2009). *Physical education framework for California public schools*. Sacramento: Author.

Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form - http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Assignments

Assignment Description	Linked to SLO	Points
Assignment # 1 Written responses to the Classroom Management text and Lecture (Discussion Board) 11 total posts Initial Post (each): 2 point/week Responses (2 each week): 1 for each = 2 point/week	SLO #3	22 22
Assignment #2 Written responses to the PE text and Lecture (Discussion Board) 11 total posts Initial Post (each): 2 point/week Responses (2 each week): 1 for each = 2 point/week		22 22
Assignment # 3 <u>IRIS Module and Reflection</u>	SLO #3	13
Assignment # 4 <u>Observation of a PE or Health Lesson</u> Observe a video based PE or Health lesson. Write a one-page reflection about the lesson: What was the lesson? Was it standards-based? What was the standard? If it was not standards based, how could it be changed to fit a standard? What makes (or would make) this lesson developmentally appropriate for the grade level? What visuals/hands-on materials were used? 2 pts for each question.	SLO # 5	10
Assignment # 5 <u>IRIS Module and Reflection</u>	SLO #3	13
Assignment # 6 <u>Physical Education or Health Lesson Plan</u> Write a PE or Health lesson for your chosen grade level (K-8). Using the PE Framework for California Public Schools and PE Content Standards, design and write a developmentally appropriate lesson for the students. See Explanation for format. <div style="text-align: right;">Lesson Plan: 13 points</div>	SLO # 2 & 4	13
Assignment #7: Fieldwork Interview	SLO#6	10
Assignment #8 <u>Final Assessment</u> write a	SLO #6	15

minimum five page paper demonstrating understanding of specific topic.		
Assignment #9: Fieldwork Paperwork and Annotated Bibliography: Alternative Paperwork completed and submitted to S4@thebeach. This includes your annotated bibliography of viewed videos.		10

Course Grading Scale

154-172 Points	=	A	Mastery of the relevant course standards.
137-153 Points	=	B	Above average proficiency of the relevant course standards.
120-136 Points	=	C	Satisfactory proficiency of the relevant course standards.
103-119 Points	=	D	Partial proficiency of the relevant course standards.
Below 103 Points	=	F	Little or no proficiency of the relevant course standards.

Explanation of Assignments

Assignment #1-2 Discussion Board (Participation Credit)

Each week you will reply to **TWO** prompts posted in the discussion board forums (one from each textbook). I will post each discussion by Monday morning. Your initial response should be substantive (a minimum of 200 words, references course readings, powerpoint lectures, video examples, theory, and/or personal experience). **You must reply to the initial discussion post by Thursday each week. You must respond to at least two other candidate's post on or before Sunday each week. Failure to do so will result in a deduction of points. (Initial post: 2 pt. /week; 2 Responses: 1 each for each Discussion Board; 4 points per board each week or 8 points total)**

Course Assignments

You'll find assignment guidelines or directions for all assignments under the Content Tab on BeachBoard.

IRIS Modules 13 pts each.

Complete the IRIS modules online. Links will be provided by the instructor. Write a 1-2 page reflection on the topic (9 pts.) and provide a screenshot of the "Wrap up" page (4 pts.):

- **Assignment #3** Module #1: Classroom Management: Learning the Components of a Comprehensive Behavior Management Plan (Behavior and Classroom Management)
- **Assignment #5** Module #2: Collaborating with Families (Collaboration)

Assignment # 4 Observation of a PE or Health Lesson

Observe a PE or Health lesson assigned. The instructor will provide a video for this reflection. Write a one-page reflection about the lesson answering the following questions: What was the lesson? Was it standards-based? What standard did it address? What makes this lesson (or would make this lesson) developmentally appropriate for the grade level and how did the teacher teach the task? What visuals/hands-on materials were used? Post your reflection to the Dropbox. 2 pts. Per question.

Assignment # 6 Physical Education or Health Lesson Plan 13 pts.

Write a PE or Health lesson for one grade level (K-8). Using the PE or Health Framework for California Public Schools and PE Content Standards, P.E. Central (on the internet) or *Active Children!* by Clayre K. Petray-Rowcliffe, design and implement a developmentally appropriate lesson for the students. Submit the following to the Dropbox:

(1) Lesson plan in format listed below

Lesson Plan Format

Objective – What will your students be able to do? Begin with the words, “Students will...” 1 pt.

California Standards – Insert the standards 1pt.

Grade Level – Insert the grade level you are working with 1 pt.

Activate Prior Knowledge – What questions will you ask to learn about what your students already know about the topic? 1pt.

Materials for the Lesson – List all materials necessary for the lesson 1 pt.

Direct Instruction – Teach the lesson, model by providing demonstrations. Begin with the words, “Teacher will...” 2pts.

Guided Practice – Students practice together while being scaffolded and supported and guided by the teacher. 1 pt.

Independent Practice – Students have an opportunity to practice the new skills or use new information on their own. Begin with the words, “Students will...” 1 pt.

Assessment – How will you assess the students’ attainment of the objectives? Will you keep observational records? Use a rubric? Create a checklist? 1 pt.

Things to Keep in Mind: English learner strategies, multiple intelligences, behavior management, groupings, time, and materials for the lesson, special needs students and adaptations

Assignment #7: Fieldwork Interview 10 pts.

Students will interview one of more teachers at a school site about **ONE** of the following (a) community-based agencies for referral and support to encourage healthy children and families; (b) classroom management approaches including procedures for routine tasks and managing transitions (including technology integration); (c) personal experiences related to inappropriate or violent student behavior and what steps were taken to help the student; (f) drug and tobacco prevention programs employed at the school.

Assignment #8 Paper 15 pts.:

Write a minimum five-page paper (Times New Roman, 12-point font, double spaced) demonstrating understanding of **one** of the following **subtopics** (cite our textbooks, external resources, and personal experience). Include a reference sheet with at least 3 references:

SLO 6-Developing as a professional educator

Choice 1: Research-Based Theories and Principles of Human Development and Learning (SLOs 1, 3)

- a) Prevailing contemporary theories of development and learning
 - i) Theories of learning
 - ii) Theories of motivation
- b) Educating the whole child (e.g. intellectual, moral/ethical, social/emotional, physical, personal)
 - i) Developmental characteristics of the following age groups: K-2 (5-8 years); 3-5 (9-11 years); 6-8 (12-14 years)
- c) How theories inform practices and policies in school settings and the effect of student conduct, attitudes and achievements
- d) Developmentally appropriate practices
 - i) Concept defined
 - ii) Analysis of developmentally appropriate and inappropriate practices

Choice 2: Subject-specific Pedagogy in Health and Physical Education (SLO 4)

- a) California curriculum frameworks for Health and Physical Education
 - i) Goals of the physical education program
 - ii) Goals of the health education program
- b) Developmentally appropriate instruction in health and physical education in grades K-2, 3-5, and 6-8
- c) State-adopted instructional materials

- d) Resources for lesson planning

Choice 3: Creating a Supportive, Healthy Environment for Student Learning (SLO #2 & 5)

- a) The Child, the Family, and the School
 - i) Diverse family structures and child rearing practices
 - ii) Effects of family involvement on teaching, learning and academic achievement
 - iii) Effective communication with all families
 - iv) Support and resource roles of families
 - v) Traditional and innovative strategies for parents, communities, and schools working together
 - vi) Models for parent-school-community partnerships

Choice 4: Student Health and Safety

- a) Major laws, concepts and principals related to student health and safety
- b) Health status of children and youth
- c) Impact of student health on academic achievement
- d) Common chronic and communicable diseases of children and adolescents
- e) Effective strategies for encouraging healthy nutrition of children and youth
- f) Physiological and sociological effects of alcohol, narcotics, drugs and tobacco

Choice 5: Referral and Support Services for Healthy Families and Children

- a) Identification of children suffering from physical, psychological, emotional or social health problems
- b) Community-based service agencies

Choice 6: Respectful, Effective Learning Environments

- a) School factors influencing students' learning and behavior

- b) Students' personal needs
- c) Issues of power, control, order and caring
- d) Establishing positive teacher-student relationships
- e) Creating positive peer relationships
- f) Enhancing students' motivation to learn
- g) Minimizing disruptive behavior and increasing learning by effective classroom organization and management
- h) Crisis prevention and conflict management and resolution

Assignment #9: Fieldwork paperwork: Completed and submitted to S4@thebeach by due date. In order to meet the CTC criteria for clinical practice, you will be watching a minimum of 10 videos throughout the semester. As you watch each video, you will add to an annotated bibliography (See template on Beachboard) to submit to S4@thebeach along with the hours of additional assignments. (See below). ***Videos will be provided by the instructor.**

S4@ The Beach:

ALL credential candidates are required to submit their fieldwork placement forms on S4@ The Beach. Please submit the following:

1. Indicate your fieldwork site on S4 @ The Beach and complete the Placement Confirmation Form.
2. Submit a time log by the end of the semester. To submit the time log, candidates must indicate the total number of hours they spent in the field for each course and upload verification to S4@ The Beach. Candidates are encouraged to complete and submit the College of Education Fieldwork Verification form available on the Office of Clinical Practice website.
3. Information on how to indicate your fieldwork site (placement) and complete the time log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4.

Field Experience, Clinical 1:

- In response to the global pandemic, this course has been modified. Instead of working with a small group of students, you will complete *Alternative Assignments*. Detailed descriptions of each lesson will be on Beachboard.

- Alternative Assignment Equivalency Hours:

IRIS Modules and Reflections	3 hours
Health/PE Video Lesson Reflection	1 hours
Teacher Interview and Write up (Phone or Video Conference)	1 hours
Health/PE Lesson Planning	1 hour
Video Annotated Bibliography	4 hours
Total Hours:	10 hours

Course Policies and Requirements

Communication Policy

Students may email the instructor. Monday –Friday (9:00am-5:00pm). The instructor is not expected to reply outside of the stated hours.

Assignments/Late work/Make-up policy

All assignments are to be typed in Times New Roman; 12-point font, double spaced, and uploaded to BeachBoard except when otherwise indicated.

Assignments are performance-based and graded according to specific criteria
The instructor is more than willing to clarify any questions about assignment criteria.

Partial or off-topic assignments will not be accepted for grading.

Late assignments, turned in after the due date stated in the syllabus, will be assessed a 20% grade point penalty. **No assignments will be accepted one week or more after the initial due date.** No late assignments will be eligible for extra credit points.

No late Discussion Boards will be accepted. Initial posts and responses must be submitted each week by the due date. Initial posts due by 11:59:59 Thursdays; Responses due by Sunday 11:59:59. Discussion Boards will be locked after each week.

Your timely participation on the discussion board is important to the depth of discussion by the whole class.

No late assignments will be after the final day of class.

Keep a copy of each assignment for your own records.

At the instructor’s discretion, students will be given the opportunity to rewrite no more than two (2) assignments during the semester. No late papers, off-topic, or incomplete assignments are eligible for rewriting.

No extra credit is assessed to rewritten assignments.

Students choosing to rewrite an assignment will have a one-week deadline. For example, once an assignment is returned, the student will have seven days to rewrite and submit it for a change of grade. Rewritten assignments are not eligible for full credit. They will automatically be deducted 20%.

Plagiarism/Academic Integrity Policy:

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. The University policy on Cheating and Plagiarism (PS 85-19) is summarized in the Schedule of Classes:

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/

University Withdrawal Policy:

Class withdrawals during the final three 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. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog to get familiar with the policy:

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Attendance Policy:

Teacher Candidates are expected to visit BeachBoard a minimum of two times a week. Daily visitations to our site are encouraged. Please refer to and get familiar with the following

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities.)

Teacher Candidates missing three or more posts (classes) will be advised to drop the class and retake it in a subsequent semester.

Statement Regarding Students with Disabilities

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers.

We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

I LOOK FORWARD TO A SUCCESSFUL SEMESTER!