



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 413-03: Developmentally Appropriate Teaching Practices

Spring 2021

Department of Teacher Education

Course Information

Instructor: Dr. Rita Suh	Email: rita.suh@csulb.edu
<p><u>Class Days/Times</u> Thursdays @ 12:30 pm-2:20 pm https://csulb.zoom.us/j/89340720703?pwd=SGhSeGRHU08rYk9KaXFHSHpDRXp0UT09 Meeting ID: 893 4072 0703 Passcode: EDEL413</p>	
<p><u>Virtual Office Hours</u> Mondays @ 2:30-3:30 https://csulb.zoom.us/j/84261075623?pwd=ZFhoNCt5c1NEd0F6L1VBRnZRcHNPZz09 Meeting ID: 842 6107 5623 Passcode: Suh</p>	

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, 9th 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>

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), 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. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

- **Please do not** email the instructor or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser.
- When contacting the instructor, **include the title and section of the course** you are inquiring about. Be sure to use professional language for all correspondence (Ex. Dear Professor Suh, 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.**
- 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.

Course Policies

In-Class Course Work

- Professional dispositions include display of courtesy toward the instructor and classmates, punctual attendance, observance of due dates, flexibility regarding assignments, and unanticipated changes in the course calendar.

- Participation includes demonstration of active contribution to small group and whole class discussion, posing clarification, reflective, and/or information-seeking questions, and communicating ideas or concerns with the instructor.

Attendance and Participation

- Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions may also be required. Participation is 20% of your grade and will be monitored through attendance at Zoom sessions. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.
- Students are expected to attend classes promptly and regularly. Please refer to and get familiar with the CSULB Attendance Policy:
http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
- On-time attendance at the first class is mandatory. Attendance will be taken at the beginning of each class, and occasionally at the end of class. Any student not attending the first class will be dropped.
- One absence is allowed with no explanation required. Any additional absences or late arrivals more than 30 minutes to class will result in a deduction of 5 points for each absence or tardy from the total possible points in the course, unless it is an official excused absence. 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.)
- *Students missing 3 or more classes will be advised to drop the class and retake it in a subsequent semester.*
- ***Students who plan to be tardy or absent must email the professor before class.***

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 (videos and reflection) 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.

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 [Cheating and Plagiarism](#) 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 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.

If you require accommodations you must advise the instructor on the first day of class.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

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 or call (562)985-2038.

Course Evaluation Components and Grading

Grading and Late 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.
- 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.

DESCRIPTION OF ASSIGNMENTS

Detailed assignment directions are under the Content Tab in BeachBoard.

All assignments are due @ 11:59pm the night before class.

- **Assignment #1: Syllabus Scavenger Hunt**
- **Assignment #2: Health Text Chapter Presentation**
Part 1: In Week 1, you will get to know your group members. You and your group will complete the “Getting to Know my Group” file and upload 1 document as a group to Dropbox.
Part 2: Alternative assignment due to pandemic: Randomly assigned groups will be given a chapter from Telljohann et al. (2020). Your group will outline important concepts and ideas using PowerPoint, Prezi, or any type of presentation tool. Upload the presentation to Discussion Board and the rest of the class has one week to respond with meaningful feedback. **Be creative! Make your presentation engaging!**
- **Assignment #3: IRIS Modules**
 1. Module: Classroom Management Plan
 2. Module: Collaborating with Families
- **Assignment #4: Observation of a Health Lesson**
Alternative assignment due to pandemic: Watch the video [Mental Health Lesson - “Tennis Ball Toss” Resiliency](#). Write a one-page reflection about the lesson and submit to Dropbox. This assignment will count for 1 hour of Fieldwork.
- **Assignment #5: PE or Health Lesson Plan**
Alternative assignment due to pandemic: 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.
- **Assignment #6: Fieldwork (Alternative Assignment)**
 In response to the global pandemic, you will view video lessons and write reflections. After you upload or copy/paste the alternative assignments to S4 @ The Beach, you will upload a copy of that file to BeachBoard’s Dropbox.

Assignment Description	Points
Class participation and attendance (SLO 3)	20
Assignment #1: Syllabus Scavenger Hunt	5
Assignment #2: Health text chapter presentation (SLO 1 & 4) Part 1: Getting to Know My Group – 5 points Part 2: Health Text Chapter Presentation – 20 points	25
Assignment #3: IRIS Modules (5 points each)	10
Assignment #4: Observation of a Health Lesson (SLO 5)	10
Assignment #5: PE or Health Lesson Plan (SLO 2 & 4)	20
Assignment #6: Fieldwork (Alternative Video Assignments) (SLO 6)	10

Grading Scale

100 - 90 Points	=	A	Mastery of the relevant course standards.
89 - 80 Points	=	B	Above average proficiency of the relevant course standards.
79 - 70 Points	=	C	Satisfactory proficiency of the relevant course standards.
69 - 60 Points	=	D	Partial proficiency of the relevant course standards.
59 - 0 Points	=	F	Little or no proficiency of the relevant course standards.

EDEL 413 Course Calendar (Subject to Change)

Week	Course Topics/Readings	Assignments
		All assignments are due @ 11:59pm the night before class.
W-1 1/21	*Introductions *Review Syllabus	
W-2 1/28	Classroom Management in Perspective	DUE: 1. Read Jones Ch. 1 2. Assignment #1: Syllabus Scavenger Hunt to Dropbox
W-3 2/4 ** No Class	*IRIS Module: Classroom Management Plan	DUE: 1. Assignment #2 – Part 1: “Getting to Know My Group” to Dropbox.
W-4 2/11	Understanding Students’ Basic Psychological Needs	DUE: 1. Read Jones Ch. 2 2. Assignment #3: Submit reflection from IRIS Module: Classroom Management Plan
W-5 2/18	*Establishing Positive Student-Teacher Relationships *Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health	DUE: 1. Read Jones Ch. 3 2. <u>Group 1</u> : Upload Telljohann Ch. 1 Presentation to Discussion Board 3. Everyone else must respond by the start of next class
W-6 2/25	*Creating Positive Peer Relationships *Comprehensive School Education: Applying the Science of Education to Improving Health Instruction	DUE: 1. Read Jones Chapter 4 2. <u>Group 2</u> : Upload Telljohann Ch. 2 to Discussion Board 3. Everyone else must respond by the start of next class
W-7 3/4 ** No Class	*IRIS Module: Working with Parents *Standards-Based Planning, Teaching and Assessment in Health Education	DUE: 1. Read Jones Chapter 5 2. <u>Group 3</u> : Upload Telljohann Ch. 3 to Discussion Board 3. Everyone else must respond by the start of next class
W-8 3/11	*Developing Standards for Classroom Behavior and Methods for Maximizing On-Task Student Behavior *Building and Managing the Safe and Positive Learning Environment	DUE: 1. Read Jones Chapter 6 2. <u>Group 4</u> : Upload Telljohann Ch. 4 to Discussion Board 3. Everyone else must respond by the start of next class 4. Assignment #3: Submit reflection from IRIS Module: Collaborating with Families
W-9 3/18	*Enhancing Student Motivation to Learn *Promoting Mental and Emotional Health	DUE: 1. Read “Hollie – Student Engagement Protocols” file 2. Read the following sections in Jones Chapter 7: - Multiple Intelligences - pgs. 251-254 - Levels of Instruction - pgs. 254-256 - Differentiated Instruction - pgs. 258-262 - Cooperative Learning - pgs. 270-275 3. <u>Group 5</u> : Upload Telljohann Ch. 5 to Discussion Board 4. Everyone else must respond by the start of next class

W-10 3/25	*Responding to Behavior that Disrupts the Learning Process *Promoting Healthy Eating	DUE: 1. Read Jones Chapter 8 2. <u>Group 6</u> : Upload Telljohann Ch. 6 to Discussion Board 3. Everyone else must respond by the start of next class 4. Assignment #4: Observation of a Health Lesson
W-11 4/1	Spring Break	
W-12 4/8	*Using Problem-Solving to Resolve Behavior Problems *Promoting Physical Activity	DUE: 1. Read Jones Chapter 9 2. <u>Group 7</u> : Upload Telljohann Ch. 7 to Discussion Board 3. Everyone else must respond by the start of next class
W-13 4/15	*Culturally Responsive Pedagogy *Promoting Personal Health and Wellness	DUE: 1. Read “Cultural Characteristics are Not Behavioral Issues” file 2. <u>Group 8</u> : Upload Telljohann Ch. 9 to Discussion Board 3. Everyone else must respond by the start of next class 4. Assignment #5: PE or Health Lesson Plan
W-14 4/22	*Establish Alliance in the Learning Partnership – Zaretta Hammond	DUE: 1. Read file in BeachBoard: “Hammond – Ch. 6 – Establish Alliance in the Learning Partnership” 2. <u>Group 9</u> : Upload Telljohann Ch. 10 to Discussion Board 3. Everyone else must respond by the start of next class
W-15 4/29	*Managing Loss, Death and Grief	DUE: 1. <u>Group 10</u> : Upload Telljohann Ch. 14 to Discussion Board 2. Everyone else must respond by the start of next class 3. Assignment #6: Fieldwork Due
W-16 5/6	*Promoting Safety and Preventing Unintentional Injury	DUE: 1. Read Telljohann Ch. 8