Department of Education
MATTC
EDUC 253/278 (2 units)
Development and Learning in TK-12 Education
Winter 2018

Instructor: Dr. Melina Johnson *Email:* mrjohnson@scu.edu	*Course Meeting:* Mondays, 5:00-7:00 pm *Classroom:* Guadalupe Hall 260 *Office Hours:* By Appointment

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:
1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:
1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making.

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Students apply theories of cognitive, physical, social/emotional and motivation to learning contexts among children and youth.

Course Objectives

This course will develop students' knowledge of or skills with…		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Understanding and applying knowledge of the characteristics of typical and atypical development of children and youth to help inform instruction	1	2	4.2
2	Applying theories of development in creating productive learning environments (e.g., traditional, blended, online) for students with diverse cultural and linguistic backgrounds	2	4	2.2
3	Acquiring teaching and learning models that maximize student development and learning for all students, particularly through promotion of wide interaction models	4	5	4.7
4	Understanding and describing the cultural nature of human development and be able to apply practices of culturally and linguistically responsive teaching to make subject matter relevant to student experiences	3	1	4.7
5	Understanding and critiquing concepts and vocabulary associated with developmental and learning theories for students in TK-12 settings, including support of student motivation	2	6	1.3
6	Understanding of instructional strategies and accommodations for all students to meet their learning needs and assist with transition plans (e.g., IEP, 504 Plan, English Learner redesignation)	3	3	2.5; 4.5
7	Establishing and monitoring inclusive learning environments that are academically challenging and safe (e.g., emotional, health) with assistance of UDL and MTSS to provide access to instruction for all students	1	5	1.4; 2.3

*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard

Required Texts
Slavin, R.E. (2018). *Educational psychology: Theory and practice* (12th ed.). New York: Pearson.

Additional reading material for this course will be made available on Camino.

Professional Conduct and Performance Policies
If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Course Requirements/Assignments

There are four major components of your course grade:

	Course Requirements/Assignments	Percentage of Course Grade	TPE Assessed
1	Class Attendance & Participation	20%	6.3
2	Literature Circles	20%	4.2; 2.2; 4.5
3	Mid Term Exam/Piagetian Interview	20%	1.3; 2.5; 1.4
4	*Signature Assignment* Theory Application Resource Project	40%	4.7; 2.3

Attendance. Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with (at most) half the grade penalty (loss of 2-5 points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. I, through ongoing observation and documentation, gather data documenting your adherence to the remaining policies listed here.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

Responsible use of technology. As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Literature Circles.
A common book discussion routine used in reading programs is the *Literature Circle*—an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Students use notes to guide both their reading and discussion and the discussion is generated/led by students. The teacher's role in literature circles is that of facilitator.

Each student will be responsible for participating in a Literature Circle Group. Group members will be assigned roles that will rotate throughout the quarter. During seven of the class sessions, time will be designated for group discussion of the text, so reading should be completed in advance. Each group will prepare a brief written critique and oral presentation of their text, due the last class session (March 19th). More detailed instructions will be provided.

Literature Circle Roles	Literature Circle Discussion Format
*Discussion Director. Formulate 2-3 higher-level questions that will help stimulate your group's in-class discussion. Consider the possible applications and implications of the material to learning settings. *Summarizer. Prepare a brief summary of the week's reading. Be sure to highlight the main idea(s) and include one quote that was memorable for you. *Connector. Make connections between the week's reading and ideas/concepts/readings from this course or other learning situations. How do these ideas parallel or contradict other theories or readings? *Word Watcher. List all the key terms and/or new vocabulary, and define them in your own words. Consider puzzling or unfamiliar words, words that are repeated, words used in unusual ways, and words that are crucial to the meaning of the text.	Allocation of Time. Budget 30 minutes for discussion and creation of group's visual representation. Discussion. Group members participate in a discussion, led by the Discussion Director, and share the work associated with their role for the week. Visual Representation. As a group, create a graphic representation (image, quote or other format) that captures your group's discussion. Write a brief explanation of your visual on the back. Self-Evaluate. Complete the self-evaluation form to reflect on and assess your group's work.

Take home Midterm or Piagetian Interview

A take-home exam will be available on Canvas. You will have one-week to complete.

OR *Piagetian Interview.* To, as Piaget mentions, *decenter* ourselves and begin to understand the method by which children and youth process certain tasks, you will conduct an interview with a student as that student attempts to accomplish a particular task (e.g., math problem, response to comprehension questions after reading a text, writing task). A summary paper will be submitted.

More description of this assignment can be found on Camino, including the rubric which will be used to evaluate the products.

Theory Application Resource Project Guidelines

Appropriate themes for the Theory Application Resource Project will be generated in class based on the assigned readings and the salient issues discussed in the class. Please check the schedule of course activities to plan your work calendar. Remember that this is worth 40% of your final course grade, so take this assignment very seriously! The finished product should conform to the format provided here. This is a group project; groups are formed based on your target age/grade level for current/future teaching. You have the option of turning in an Ibook, an Imovie, or a Website. The following suggestions are guidelines to initiate the process.

NOTE: Your group will present a short 8-10 minute summary during the last class session. This presentation will be done by the group. **Due March 19ᵗʰ.**

PROJECTS MUST INCLUDE THE FOLLOW ELEMENTS. PLEASE LABEL CHAPTERS/SCENES/WEBPAGES APPROPRIATELY!

Home Page with Scenario Description - Narrative description of the educational context that you are addressing in your project. View this section of the Application Project as a presentation of the "Case Study" being addressed in your project.

Relevant Theory Page(s) - Description of theory and theorists that have written about the relevant issues at play in your scenario.

Internet Resources - Provide at least two active web addresses (URLs) with a summary description of what can be found at that web address. You must explain: (1) Why the site is relevant and useful for your educational scenario and (2) Why the site should be considered a valid and reliable source of information.

Community Resource Perspective Page - Consult with a local community-based agency as to the educational scenario. Provide a description of how the agency services contribute to the educational scenario. Provide all relevant agency contact information including web address, mailing address and phone number.

Teacher Actions Page - Describe appropriate teacher behavior(s) within the context of your scenario.

Student Behaviors Page - Describe student behaviors that contribute to the scenario. Address student behaviors that are expected in response to teacher actions.

SUGGESTED GUIDE FOR PREPARING YOUR THEORY APPLICATION RESOURCE
PROJECT

Write a clear and concise statement of the issue you have selected to research. Use the assigned readings to establish a coherent foundation for presenting this approach. Articulate a comprehensive conceptualization of the related issues (i.e. learning models, socio-historical factors, developmental considerations, etc.). This will guide your literature search.

Develop a written description of an educational scenario where your project topic is manifested. Identify and define an anticipated concrete situation where your issue can be applied to your future teaching experience (or current experience if you are already in a classroom or substitute teaching). This can be any classroom situation, the goals or purpose of a curriculum at your school site, a parent/community objective, a student learning issue, etc. Describe the significant and relevant features of this concrete situation.

Research and select at least two (2) RECENT (in the last 5-7 years) scholarly publications that address your topic. ERIC documents, refereed journals or recently published books are appropriate sources. In addition, research and select at least two (2) sources of information from the Internet. This information must be from a credible source and the URL must be provided as a reference.

Your thinking and planning for this portion of the project is crucial and is contingent on collaborative group thinking and planning. As a team you must critically conceptualize in a written statement the issues and arguments presented in each source you have identified. You will find that many articles do not present only one side of an issue and your project should not do this either. Rather, your project should discuss the issue completely and present evidence that has been researched or argued. Your project should be understandable and informative to others who have not yet taken the time to read or research the issue being discussed. Group consensus again, is crucial since all components of the project must be a group effort and all involved must understand the theoretical position and model that the group selects, modifies and uses to build the website. Needless to say, all components need to be aligned well.

Identify a community resource (district or county offices, libraries, non-profit agencies, foundations, hospitals, etc.) that is relevant for your scenario. Contact that office and ask how they would suggest you handle the scenario you are creating. Be sure to explain that this is a hypothetical scenario, and the purpose of your call is to gather information for a class project. Obtain all necessary contact information. Check with group members to insure that all are in agreement with regard to the services offered and how they link to the conceptualized unit featured in the website.

Describe how the theories you have outlined apply to the scenario at hand. Describe relevant student and teacher behaviors that can be anticipated according to theory and are recommended by theory and research.

FORMATTING GUIDELINES: Each team project should follow the prescribed format provided above. Label each section clearly.

Signature Assignment Rubric

Criteria	4	3	2	1	Score		Team Members
Ideas and Content	Students address multiple areas of classroom management. Students incorporate at least 5 key areas of classroom management	Students adddress a few areas of classroom management. Students incorporate 3 or 4 key ideas of classroom management.	Students address one or two areas of classroom management. Students incorporate 1 or 2 key ideas of classroom management.	Students address one or no key ideas of classroom management; content is off-topic and irrelevant.			
All Members a part of Video	All members contributed in multiple areas to the success of the video creation.	Most of the members contributed significantly the the production of the video.	One or two members dominate the video creation; the others have minor or non-existent parts.	One student did most or all of the work for the entire video.			
Variety of Sources/Scenarios	Students use at least 4 "experts" and/or scenarios to convey their information. Sources are well-documented and cited in an easily viewed format.	Students use two or three experts and/or scenarios to present information, with the sources cited in an appropriate place.	Students use one "expert" or scenario in their presentation; the citation of the source is obscure or inappropriately placed.	No experts or relevant scenarios are used, or the one expert used is not cited in the presentation.			
Ingenuity in Presentation	Each section is clearly defined, with logical transitions. Presentation is engaging with unique elements that show the personality of the group.	The presentation has a clear flow, even if the parts are not clearly delineated. The presentation is interesting with some individuality of the group coming through the video	The presentation is complete. The video runs. There is some element of personality in the video, though not throughout.	The video is halting and impersonal. The video may not work at all.			
Quality/Relevance of Information	The information is relevant; information relates to their specific academic content area. At least 2 experts contribute to that field.	The information is relevant to the topic, with occasional references to their academic content area. At least 1 expert contributes to the field.	The information is relevant to classroom management, but has rare references to their academic content area. One expert has some knowledge of the content area	The information is frequently off topic and has no relationship to their academic content area.			
				TOTAL SCORE			

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.

3. Letter grades are assigned on the following percentage scale:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

4. Assignments done in pairs/groups, each person will receive the same grade, unless otherwise stated.

5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Course Management System—Camino
To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Camino.

Department of Education and University Resources
Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance. More information about the AAP is available in the MATTC Handbook.

Disability Accommodations If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, http://www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with

students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the *School of Education and Counseling Psychology Bulletin* for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center (22 Benson Center) offers a variety of services, such as peer tutoring. For more details, please visit: http://www.scu.edu/provost/writingcenter/.

Title IX Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through https://www.scu.edu/osl/report/ or anonymously through Ethicspoint https://www.scu.edu/hr/quick-links/ethicspoint/

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at https://www.scu.edu/osl/culture-of-care/. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through https://www.scu.edu/osl/culture-of-care/ or anonymously through Ethicspoint:

https://www.scu.edu/hr/quick-links/ethicspoint/ Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

EDUC 253/278 Course Outline and Class Schedule

Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

Class Session & Date	Course Topics	Assignments Due
Session 1 – January 8th	What is developmentally appropriate practice? Course Overview Introductions Literature Circle Preparations	
NO CLASS - January 15th	HOLIDAY	
Session 2 – January 22nd	Cognitive Development	• Slavin, Chapter 2 • Session 2 Camino Module • Lit. Circle
Session 3 – January 29th	Social, Moral, and Emotional Development	• Slavin, Chapter 3 • Session 3 Camino Module • Lit. Circle
Session 4 – February 5th	Behavioral Theories of Learning	• Slavin, Chapter 5 • Session 4 Camino Module • Lit. Circle
Session 5 – February 12th	Information Processing & Cognitive Theories of Learning	• Slavin, Chapter 6 • Session 5 Camino Module • Lit. Circle • Midterm Exam
NO CLASS – February 19th	HOLIDAY	
Session 6 – February 26th	Student Centered & Constructivist Approaches to Instruction	• Slavin, Chapter 8 • Session 6 Camino Module • Lit. Circle
Session 7 – March 5th	Motivating Students to Learn	• Slavin, Chapter 10 • Session 7 Camino Module • Lit. Circle
Session 8 – March 12th	Student Diversity & Learners with Exceptionalities	• Slavin, Chapters 4 & 12 • Session 8 Camino Module • Lit. Circle
Session 9 – March 19th	Literature Circle Presentations Signature Assignment Presentations	• Session 9 Camino Module • Presentations

NOTE: Due to the Monday holidays, two hours of online course attendance will be required during the quarter. More information will be provided in class and posted on Camino.