

Course/Module Number/Title: 62-112

Phase I/Module 2: Developmental Foundations of Education (1 credit hour)

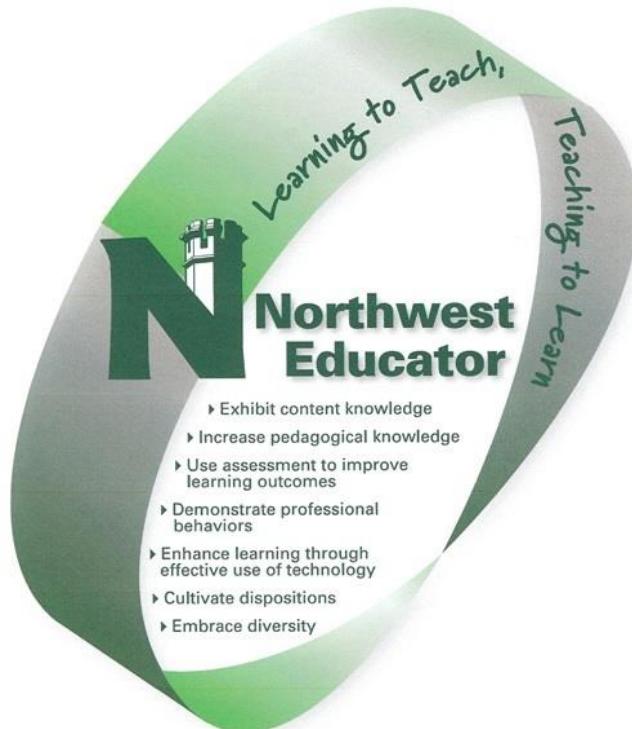
Professional Education Unit Vision:

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

Professional Education Unit Mission:

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

Conceptual Framework:



COURSE DESCRIPTION:

This field experience based course introduces students to methods of observation and ‘noticing’ of developmental constructs in educational settings. Through intentionally designed field work and guided discussion, students will learn to interpret their observations and ‘noticings’ from the lens of developmental and learning theories. Emphasis is placed on facilitating professional growth by acknowledging and reinforcing the importance of developmental foundations in educational goal-setting, developing an awareness of bias and assumptions in interpreting data, and the need to engage in culturally responsive practice. This course requires 10 hours of field work in placements assigned / approved by the instructor.

Prerequisite: None

Co-requisites: 62-113 Professional Learning Community I; 62-111 Ecology of Teaching

A background check must be completed for this course prior to field experiences.

A confidentiality statement must be completed for this course prior to field experiences.

Instructor Information:

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| Instructor: | Office Phone: |
| Office Location: | Office Hours: |
| Email: | |

Course/Module Rationale:

The objectives and competencies of this course are intended to acquaint students with the importance of developmental characteristics in teaching and learning. The field experiences and discussions are intentionally planned for students to do the groundwork for their role as teachers who understand the relationship between theory, research, and practice; the developmental needs and characteristics of the children and families that they work with; as well as their own professional development.

Essential Question:

How do developmental foundations inform culturally responsive practice?

COURSE/MODULE OBJECTIVES/OUTCOMES, COMPETENCIES, AND ASSESSMENTS

Course Objectives/Outcomes:

1. Candidates will examine a variety of observation tools to notice behaviors, dispositions, and interactions in educational group settings.
2. Candidates will identify developmental factors that impact learning (age – related patterns, individual differences, and cultural variations).
3. Candidates will identify theoretical underpinnings of development.
4. Candidates will apply their knowledge of development, theory, and research to define the essential components of culturally responsive practice. (Six characteristics of culturally responsive practice outlined by Gollnick and Chin.)

Course Competencies:

1. Utilize a variety of observation tools to observe, collect desired data and reflect on the use of data for student learning.
2. Analyze observation logs to identify developmental factors in student learning.
3. Analyze observation logs to identify developmental factors in student learning.
4. Synthesize gathered data from field experiences to formulate a foundational knowledge base of theory and culturally responsive practice.

Course Tasks/Evidence:

1. Observation logs and reflections.
2. Personal narrative prompt (see below).

| Objectives | Competencies | Task | MoSPE Standards |
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| Candidates will examine a variety of observation tools to notice behaviors, dispositions, and interactions in educational group settings. | Utilize a variety of observation tools to observe, collect desired data and reflect on the use of data for student learning | Observation logs Reflection (P-12 classrooms)* | |
| Candidates will identify developmental factors that impact learning (age – related patterns, individual differences, and cultural variations) | Analyze observation logs to identify developmental factors in student learning. | Observation logs Reflection (P-12 classrooms)* | 2c1; 2c4; 2c5 |
| Candidates will identify theoretical underpinnings of development. | Analyze observation logs to identify the theoretical underpinnings of development. | Observation logs Reflection (P-12 classrooms)* | 2c1, 2c3 |
| Candidates will apply their knowledge of development, theory, and research to define the essential components of culturally responsive practice. (Six characteristics of culturally responsive | Synthesize gathered data from field experiences to formulate a foundational knowledge base of theory and culturally responsive practice. | See personal narrative prompt below | 1c2, 2c2, 2c3, 2c4, 2c5, 2c6 |

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| practice outlined by Gollnick and Chin.) | | | |
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Personal narrative prompt: Over the last seven weeks, and in the Ecology of Teaching module, you have had the opportunity to experience the systems and influences that shape the educational experiences for all children. In the Developmental Foundations module you have experienced the intersection of the developmental process of the learner with the curriculum in a variety of age specific settings. From your experience, compose a narrative that demonstrates how your own growth and development have emerged, and your thought process changed, as a result of your experiences. As you reflect, consider the impact of ecological systems, development, and culture in each of your field experiences. How has your experience driven your research question? (If the development of a research question is pursued in the PLC.) How do you view the interplay of culture, ecological systems, and development differently given your experience?

(*) NOTE: Field Experiences are designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for teacher candidates to place themselves in the role of the teacher. The self-knowledge and technical skills, which one acquires during the field experience, will provide the prologue for a career-long process of professional development. ***For this module the following field experience structure is suggested. A list of possible field experience sites are listed in a separate document.***

1. Urban school field trip (5 hours)
2. Weekly observations of Birth-12th grade children / students in group educational settings. (Total of 5 hours) Students will spend an hour each week in a classroom during weeks 1,2,3,5 and 6. Students will visit at least 3 different age groups (0-3 years, 3-5 years, K-3rd grade, 4th – 6th grade, 7th – 12th grade)

TEXTBOOK / READING INFORMATION:

Assorted current articles related to course content.

COURSE / MODULE DIVERSITY EXPERIENCE

Diversity Proficiencies

The Northwest PEU recognizes the importance of addressing diversity in all courses. We strive to instill our students with an understanding of diversity and how it enriches education practices. Through coursework, field experiences, and other related campus experiences, we promote the following proficiencies to be acquired by our education students.

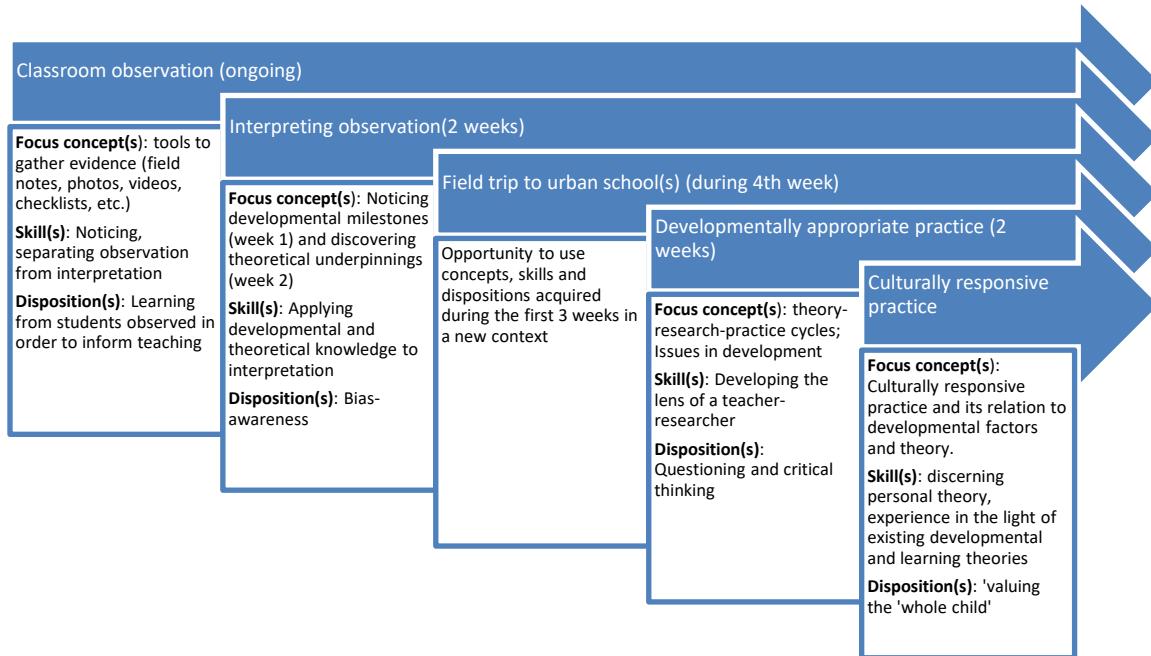
Northwest PEU Diversity Proficiencies:

In order to create an intercultural - competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;

- Examining how one's identity impacts their interactions with others;

Course Overview



Instructional Methods:

Throughout the course students will participate in small group work, discussion and reflection activities. Field experiences and guest speakers will be included in course activities.

Proposed Course Outline

Disclaimer: Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

| Week | Course Outline | Assignment Due |
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| Week 1: Tuesday 10/17 | <ul style="list-style-type: none"> • Overview of the course (Share the personal narrative assignment and rubric.) • Discussion of classroom observation locations • Discuss differences between observation and noticing | <p>Prior to class on Thursday, 10/19 observe/notice in any college classroom and complete journal entry</p> <p>Journal Topic: What did you notice? What did you observe?. Due by class time on Thursday, 10/19</p> |

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| | | <i>Note: Journal entries will be further discussed in Professional Learning Community I.</i> |
| Week 1: Thursday 10/19 | <ul style="list-style-type: none"> • During class: observe anywhere in building. What did you notice? What did you observe? • Discussion of experience. • Personal Bias and observation/noticing • Introduction to Observation tools (charts, rating scales, observation checklists, narrative descriptions, anecdotal records) | <p>Read Developmental Milestones information prior to class on Tuesday 10/24</p> <p>Bring to class examples of classroom observation tools which could be used for classroom observation.</p> |
| Week 2: Tuesday 10/24 | <p>Discussion of developmental milestones within four developmental domains: cognitive, physical, social emotional, language</p> <p>Observation tools</p> | <p>In assigned classroom: Observe for developmental milestones. (Different groups will use different observation tools) Due Thursday 10/26</p> |
| Week 2: Thursday 10/26 | <p>Review and summary of developmental milestones.</p> <p>Journal Topic: What evidence of the developmental milestones within each of the 4 developmental domains did you observe?</p> | <p>Read summaries of developmental and learning theories. Due Tuesday 10/31</p> |
| Week 3: Tuesday 10/31 | <p>Developmental and Learning Theories</p> <p>What bias exists in each theory</p> <ul style="list-style-type: none"> • What are the characteristics of each theory • How does the theory apply in the classroom? <p>Behavioral: (Skinner and Pavlov)</p> <p>Maturation: (Gissel and Chomsky)</p> <p>Constructivist: Cognitive Learning theory (Piaget and Bruner)</p> <p>Constructivist Social Cultural -Vygotsky</p> <p>Social Learning (Bandura)</p> | <p>In assigned classroom: Observe for developmental learning theories. Different groups will use different observation tools. Due Thursday 11/2</p> |

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| Week 3: Thursday 11/2 | Review learning theories Journal Topics; What evidence of the developmental and/ or learning theories did you observe? | Read information about culturally responsive teaching. Due Tuesday 11/7 |
| Week 4: Tuesday 11/7 | Introduce and define culturally responsive teaching Observing for culturally responsive teaching | |
| Week 4: Thursday 11/9 | No class—field trip | Complete observation protocols. Due Tuesday 11/14 Journal entry: Which observation tool did you decide to use? Why? Due Tuesday 11/14 |
| Week 5: Tuesday 11/14 | Review terminology of bias, assumptions, culturally responsive teaching and developmental learning theories Interpreting observation data through the lens of bias, assumptions, culturally responsive practices and through the developmental learning theories Journal Entry: What evidence did you collect on the field trip that would show the impact on student learning of bias, assumption, culturally responsive practices and developmental learning theorists | Observe in assigned classrooms for bias, assumptions, culturally responsive practices and developmental learning theories. Due Thursday, 11/16 |
| Week 5: Thursday 11/16 | Review culturally responsive teaching Journal Entry: What evidence of culturally responsive teaching did you observe in your classroom? | |
| Week 6: Tuesday 11/21 | Develop chart summarizing observations in each of the observational settings, through the lens of bias, assumptions, culturally responsive practices and developmental learning theories | Chart will be due on Tuesday 11/28 |
| Week 7: Tuesday 11/28 | Developing the personal narrative Introduce elements of a quality personal narrative. -set educational goal -awareness of bias and assumptions -interpreting data from observations | Personal Narratives will be due on Tuesday 12/5 |

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| | <p>-engagement in culturally responsive practice</p> <p>Group Processing</p> | |
| Week 7: Thursday 11/30 | <p>Journal Entry: Determine which of the influences you believe is most prevalent in the classroom in which you have been observing—developmental milestones, leaning theories, culturally responsive teaching.</p> | |
| Week 8: Tuesday 12/5 | Personal narrative and reflection | |
| Week 8: Thursday 12/7 | Personal narrative and reflection | |

Class Policies:

- Late work: (Instructor discretion)

Absences/tardiness: Students are expected to attend all classes as specified in the course syllabi for each course. *[Insert your specific attendance policy here.]* It is the responsibility of the student to promptly notify his or her instructor when unable to attend class. Please refer to the university policy on attendance at

<https://www.nwmissouri.edu/policies/academics/Attendance.pdf>

Grading Policies:

In order to pass a class, a student must pass all competencies. In order to pass a competency, an average score of 3.0 (out of 4) must be earned on the competency. If a student has passed 3 of the 4 competencies but not all of them, the student may take a delayed grade in the class.

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| A | = | 93 – 100% |
| B | = | 85 – 92% |
| C | = | 77 – 84% |
| D | = | 70 – 76% |
| F | = | 69 – 0 % |

Final exams/activities

If an emergency occurs that prevents the administration of a course scheduled final examination, the final course grades will be calculated based on the work in the course

completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of an institutional cancellation of a final examination. This course does not require a final exam, but rather does require participation in the final activity which will follow the same requirements for participation as a final exam.

Administrative drop

An instructor may request the Office of the Registrar delete a student from a course roster if the student has not met the prerequisite for the course as stated in the catalog, or as a result of non-attendance in the course.

University communications

Students are expected to use their Northwest student email account for any electronic correspondence within the university. Students are also strongly advised to check their email and CatPAWS accounts on a regular basis.

Academic integrity policy

The students, faculty, and staff at Northwest endeavor to sustain an environment that values honesty in academic work, that acknowledges the authorized aid provided by and intellectual contributions of others, and that enables equitable student evaluation. Please refer to Northwest Missouri State University's Academic Integrity Policy at <http://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>

Special accommodations policy

Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 [ADA] and the ADA Amendments Act of 2008 [ADAAA]. If a student has a disability that qualifies under the ADA/ADAAA and requires accommodations, they should contact the Office for Equity and Accessibility for information on appropriate policies and procedures at 660.562.1639, or pjp@nwmissouri.edu / ADA@nwmissouri.edu. For the university policy on disability accommodation refer to <http://www.nwmissouri.edu/policies/student/Disability-Accommodation.pdf>

Non-discrimination and anti-harassment policy:

Northwest Missouri State University is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. Please refer to the Non-Discrimination and Anti-Harassment Policy at <http://www.nwmissouri.edu/diversity/titlevi.htm>

Family Education Rights and Privacy Act (FERPA) policy:

Family Educational Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. Please refer to the Family Educational Rights and Privacy Act (FERPA) Policy at <http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>

Tk20 Assessment System Statement:

All undergraduate and graduate education majors are required to enroll in this assessment system. Access to the system's operating program may be purchased from the Bearcat bookstore or on-line. The price will be higher at the bookstore, but purchasing the Tk20 subscription there may allow you to get compensation from your financial aid, if you are eligible. Your instructor(s) will notify you about assignments that must be uploaded. You will later be able to upload other artifacts to Tk20, including video files for your presentation portfolio.

For more information about Tk20, please access the informational website at <http://www.nwmissouri.edu/dept/peu/tess/tk20.htm>. For any questions about this system, please contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or mam77@nwmissouri.edu.