

# **MLED 314.01W: Young Adolescent Development**

COURSE SYLLABUS: Spring 2020

## **INSTRUCTOR INFORMATION**

Instructor: Becky Adams, Sr. Advisor & Clinical Instructor  
Office Location: Sowers Education South Building – Room 210  
Office Hours: 10:00-1:00 Tues/Thurs  
Office Phone: 903.886.5669  
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Preferred Form of Communication: **email**  
Communication Response Time: 12 hours or less

## **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Text:

Walsh, David (2005). *Why Do They Act That Way?* Free Press trade paperback edition.

Additional readings as required within D2L.

*The syllabus/schedule are subject to change.*

## Course Description

### Course Description:

MLED 314 is designed to provide pre-service teachers with a knowledge base of the changes and issues (including specific behaviors of non-English speaking students) that typically affect development in the years from 8 through adolescence. Students will examine and study the various domains of physical, cognitive, social, and emotional development, and will consider how various learning theories can inform practices in the middle level classroom. The effect of environmental factors operating on development will also be explored. ELL strategies will be modeled and made visible through discussion.

### Course Objectives:

The following principles will guide the coursework in MLED 314:

- Students will understand the basic principles of development and how these principles impact student needs and learning
- Students will recognize the developmental milestones in the major domains of development [cognitive, psycho-motor, social, and emotional], in concert with interactions of English language proficiency stages.
- Students will understand connections between adolescent development and the major learning theories
- Students will gain awareness of societal issues currently impacting adolescent development [i.e., peer pressure, gangs, drugs, family structure, media impact, language differences, etc.]
- Students will learn to apply knowledge of development in interacting with adolescent students
- Students will be able to apply developmental and language acquisition principles in determining reasonable expectations of the middle level students
- Students will be able to support students in developing positive social relations and in dealing with conflict

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

Using the learning management system (D2L), using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

### Instructional Methods

#### **Evaluation:**

Student work will be expected to show evidence of creativity and the use of critical thinking skills. Copying or merely restating someone else's work is not adequate for college level assignments. If an original work is directly or indirectly quoted, it must be so noted. In other words, please cite your references carefully and consistently. To do otherwise is plagiarism. **Any plagiarism** is grounds for a zero on the submitted work.

Remember that you are responsible for your learning. I will help you as much as possible, but you must let me know that you are having problems or questions that you cannot answer. As your instructor, I am

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available to help you in any way possible. Please feel free to call me at home or on my cell (before 10:00 p.m. please).

**Written assignments:**

- All written assignments are to be typed and are expected to exhibit professional quality.
- You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive errors in grammar, spelling, and vocabulary will result in the **reduction of your score by at most a letter grade.**
- Student work is expected to be well-written, logical, and easy-to-read and follow.
- Assignments should be double spaced, use 12 pt. font size, and saved on a computer disk or copied on paper for your records and are to be submitted prior to midnight on the stated due date/

**Professionalism:**

- As we proceed through the course, we will disagree from time to time about a variety of subjects. It's okay to disagree; it's not okay to be disagreeable. Prepare to present your disagreements in reasoned and reasonable ways.
- Thoughtful participation in class discussions in e-college is expected. This requires reading the assignments and thinking about them (**before posting**). It also requires being open-minded to other students as well as the instructor. For each deviation from professional behavior, your final grade and/or assignment will be lowered by 15%.

## **Student Responsibilities or Tips for Success in the Course**

Regularly logging into the course website, at least 5 hours of weekly study and high quality of participation in online discussions & other collaborative assignments..

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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## Assessments

### Weights-based System of Grading

• Assignments (5)	30%
○ Introduction: Adolescent Autobiography	
○ Hot Topics Research Paper	
○ Hot Topics Electronic Presentation	
○ Comments on Peer's Electronic Presentations	
○ Dear Abbey Assignment	
• Discussions (10)	10%
• Quizzes (10)	20%
• Midterm Exam	20%
• Final Exam	<u>20%</u>
TOTAL	100%

### **Assignment Descriptions:**

#### **1. Adolescent Autobiography (Introduction):**

The Writing Process integrated with your own experiences...

In order to start thinking about characteristics of your future students' adolescent development (i.e., quirky hormonal behavior ☺) – it will be helpful to start with your recollection of your own adolescence.....Different sources define varying age ranges of young adolescents - for the purposes of this assignment/paper – we're going to use ages 13-17. Note: this paper will not be shared with your classmates – it's confidential –but, only write what you're comfortable with.....

This is to be a writing process paper – in other words – I want it to have “stages”.....

Stage 1: Prewriting – throw down some of the first thoughts (phrases/activities/people/etc.) that come to mind when you think about your own adolescence.....bullet format please! (10-20 bullets)

Stage 2: Questions/drafting – take a look at some of the questions below and answer some of them – this is to help jog your memory of some things you might have forgotten... ..submit at least 5 of these please – more if you wish. (copy/paste the questions you select into your document – and then type your answer below each question)

Stage 3: First draft – organize your thoughts into a first draft – have a friend read/edit it

Stage 4: Revise it as needed to polish it up, based on your own – and your friend's - edits....

Stage 5: Final typed copy to submit to Becky – double-spaced – 12 pt font - minimum 2 pages – formal writing language (i.e., no texting abbreviations, use correct capitalization, punctuation, etc.)

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**What you'll turn in – in two separate submissions:**

Submission 1: Stage 1 and 2 above – due Thursday, Jan 23 midnight (if you have it done early, please hold until D2L is ready)

Submission 2: Stage 5 above – due Friday, Jan 24 midnight (if you have it done early, please hold until D2L is ready)

*(no submission for stages 3 & 4 above – just do it on your own)*

Stage 2 Questions – answer at least 5 (you select the ones to answer)  
– answer more if you wish.....

1. Did you enjoy school during your adolescent years?
2. What kind of student were you during your adolescence?
3. What would you do for fun during your adolescence?
4. Was there a teacher or teachers who had a particularly strong influence on your life during your adolescence? Tell me about them.
5. Who was the most important person in your life during your adolescence? In what way?
6. What was the happiest moment of your life during your adolescence? The saddest?
7. Who was the biggest influence on your life during your adolescence?? What lessons did that person teach you?
8. Who was the kindest to you in your life during your adolescence?? In what way?
9. What are the most important lessons you learned during your adolescence?
10. What is your earliest memory during your adolescence?
11. Are there any funny stories your family tells about you during your adolescence that come to mind?
12. What were you proudest of during your adolescence?
13. When during your adolescence did you feel the most alone?
14. If you could hold on to one memory from your adolescence forever, what would that be?
15. How would you like to be remembered during your adolescence?
16. Do you have any regrets during your adolescence?
17. Where did you live during your adolescence? What was it like?
18. What were your parents like during your adolescent years?
19. How was your relationship with your parents during your adolescence?
20. Did you get into trouble during your adolescence? What was the worst thing you did during your adolescence?
21. What did you look like during your adolescence?
22. How would you describe yourself as an adolescent? Were you happy?
23. Did you have a nickname during your adolescence? How'd you get it?
24. Who were your best friends during your adolescence? What were they like?
25. How would you describe a perfect day during your adolescence?
26. Do you have any favorite stories from your adolescence??
27. Did you first fall in love during your adolescence?

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## **2. & 3. Hot Topic Research/Presentation Assignment:**

You will become our class expert on the issue you choose, and you will be expected to answer questions from classmates and instructor on the topic online. This assignment will have two parts (each part being worth 100 points): 1) A research paper (suggested length 2-4 pp double-spaced) submitted in D2L (see calendar above for due date); and 2) online on a webpage or other electronic medium. The purpose of your research paper and your electronic presentation is for you to become the expert on your selected topic.

a. **The research paper is to be researched, written & then submitted in D2L.**

Research paper is to be 2-4 pages in length – double spaced. Be sure to site sources at the end. A grading rubric will be provided.

b. Electronic Presentation expectations:

c. When perusing your electronic presentation, we want to be engaged and actively involved with your topic. Consider developing questions on your topic to pose to our class via [www.todaysmeet.com](http://www.todaysmeet.com) or other online collaborative tools..... – show us a brief video clip regarding your topic – create a wordle on your topic – or an animoto - -or a voki - you will use several web 2.0 tools to make your electronic presentation interactive – informative – and interesting. Great resource:

<http://www.cooltoolsforschool.com/> A grading rubric will be provided.

### HotTopics to choose from.....

- Media – Radio & TV
- Media – Social networking
- Cell phones (texting, sexting, etc.)
- Gothic tendencies
- Bullying
- Gangs
- Alcohol, tobacco & other drugs
- Adolescent suicide
- Peer relationships/cliques/social rejection
- Female & male body image (eating disorders, etc.)
- Adolescent/parent relationships
- Adolescent dating issues
- Adolescent stress/depression
- Family financial problems
- Teen pregnancy
- Absent or divorced parents
- Death or serious loss in the family
- Truancy
- psychiatric disorders such as schizophrenia, manic-depressive disorder, conduct disorders
- Chronic illness in oneself or family
- Sexual or physical abuse patterns in the family

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#### **4 Comments on Peer's Electronic Presentations**

You will gain information on other topics by reviewing your peer's hot topic electronic presentations and provide positive feedback on what you learned.

#### **5 Dear Abbey or Current Event:**

Present a self-made video or web 2.0 tool and submit through D2L..... either a Dear Abbey adolescent scenario (typed in paragraph form) OR an adolescent current event (submit event source [i.e. – newspaper article, internet article, etc.] or if seen on TV – you can type a paragraph about it)

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

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**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

As your instructor, I will get back to your emails or texts within 12 hours and will do my best to always be assessable to you for any questions or issues.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Assignment due dates:**

- All assignments will be submitted on time. Assignment due dates will be listed on the course calendar found in D2L for this course. You are more than welcome to turn in assignments early.
- Late assignments will not be accepted without my prior approval. If they are accepted, they will be reduced by a letter grade for each day they are late.
- No extra credit will be accepted for this course.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### Office of Student Disability Resources and Services

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Texas A&M University-Commerce  
Gee Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## Department or Accrediting Agency Required Content

### COURSE OUTLINE / CALENDAR

**COURSE OUTLINE / CALENDAR**

**MLED 314**

**Spring 2020**

Date	Topic & Assignments	Assignments Due By End of Week (Sunday midnight unless stated otherwise below)
Week 1: Jan 13	<ul style="list-style-type: none"> <li>Getting started.....</li> </ul>	<ul style="list-style-type: none"> <li>Getting started.....</li> </ul>
Week 2: Jan 20	<ul style="list-style-type: none"> <li>Read Chapters 1 &amp; 2 in <i>Why Do They Act That Way? (WDTATW?)</i></li> <li>Complete Adolescent Autobiography Assignment</li> <li>Choose Hot Topic Review PPR Competency 001 and 002</li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Introduction/Adolescent Autobiography Assignment (submission 1 Jan 23.....submission 2 Jan 24)</li> </ul>
Week 3: Jan 27	<ul style="list-style-type: none"> <li>Read Chapters 3 &amp; 4 in <i>WDTATW?</i></li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Chapters 1 &amp; 2 Quiz Discussion topic</li> <li>Competency 001 and 002 Quiz</li> <li>Chapters 3 &amp; 4 Quiz</li> </ul>
Week 4: Feb 3	<ul style="list-style-type: none"> <li>Review PPR Competencies 002 and 004</li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Competencies 002 and 004 Quiz</li> </ul>
Week 5: Feb 10	<ul style="list-style-type: none"> <li>Read Chapters 5, 6, &amp; 7 in <i>WDTATW?</i></li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Chapters 5, 6, &amp; 7 Quiz</li> </ul>
Week 6: Feb 17	<ul style="list-style-type: none"> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> </ul>
Week 7: Feb 24	<ul style="list-style-type: none"> <li>Review Chapters 1-7 in <i>WDTATW?</i></li> <li>Review Competencies 001, 002, and 004</li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Term Exam</li> </ul>
Week 8: Mar 2	<ul style="list-style-type: none"> <li>Read Chapters 8 &amp; 9 in <i>WDTATW?</i></li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Chapters 8 &amp; 9 Quiz</li> </ul>
Mar 9 Spring Break	<ul style="list-style-type: none"> <li>Happy Spring Break!</li> </ul>	<ul style="list-style-type: none"> <li>Happy Spring Break!</li> </ul>
Week 9: Mar 16	<ul style="list-style-type: none"> <li>Review PPR Competency 005 and 008</li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Competency 005/008 Quiz</li> </ul>
Week 10: Mar 23	<ul style="list-style-type: none"> <li>Read Chapters 10 &amp; 11 in <i>WDTATW?</i></li> <li>Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> <li>Chapters 10 &amp; 11 Quiz</li> </ul>
Week 11: Mar 30	<ul style="list-style-type: none"> <li>Review PPR Competencies 008 and 011</li> </ul>	<ul style="list-style-type: none"> <li>Discussion topic</li> </ul>

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	<ul style="list-style-type: none"> <li>• Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Competencies 008 and 011 Quiz</li> </ul>
Week 12: Apr 6	<ul style="list-style-type: none"> <li>• Read Chapters 12, 13, 14 in <i>WDTATW?</i></li> <li>• Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion topic</li> <li>• Chapters 12, 13, 14 Quiz</li> </ul>
Week 13: April 13	<ul style="list-style-type: none"> <li>• Work on hot topics research paper/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Hot topics research paper and electronic format presentations</li> </ul>
Week 14: April 20	<ul style="list-style-type: none"> <li>• View electronic presentations of peers</li> </ul>	<ul style="list-style-type: none"> <li>• Comments/critiques of peers' electronic presentations</li> </ul>
Week 15: April 27	<ul style="list-style-type: none"> <li>• Review Chapters 1-14 in <i>WDTATW?</i> &amp; PPR Competencies 001, 002, 004, 005, 008, and 011</li> <li>• Work on <i>Dear Abby</i> assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Post <i>Dear Abby</i> assignment</li> <li>• Final Exam</li> </ul>

Other Important Information for this Course:

## PPR Competencies addressed in MLED 314

### Competency 001

**The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.**

The beginning teacher:

- ↓ Recognizes that positive and productive environments for middle-level students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.
- ↓ Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
- ↓ Knows the typical stages of cognitive, social, physical, and emotional development of middle-level students.
- ↓ Recognizes the wide range of individual developmental differences that characterizes middle-level students and the implications of this developmental variation for instructional planning.
- ↓ Demonstrates an understanding of physical changes associated with later childhood and adolescence and ways in which these changes impact development in other domains (i.e., cognitive, social, emotional).
- ↓ Recognizes challenges for students during later childhood and early adolescence (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness) and effective ways to help students address these challenges.
- ↓ Understands that student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
- ↓ Demonstrates knowledge of the importance of peers, peer acceptance, and conformity to peer group norms and expectations for middle-level students, and understands the significance of peer-related issues for teaching and learning.
- ↓ Recognizes that social and emotional factors in the family (e.g., parental divorce, homelessness) impact the development of middle-level students in different domains.

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- ↓ Uses knowledge of cognitive changes in middle-level students (e.g., emergence and refinement of abstract thinking and reasoning, reflective thinking, and increased focus on the world beyond the school setting) to plan instruction and assessment that promote learning and development.
- ↓ Analyzes ways in which developmental characteristics of middle-level students impact learning and performance, and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- ↓ Recognizes the importance of helping middle-level students apply decision-making, organizational, and goal-setting skills.
- ↓ Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

### **Competency 002**

**The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.**

The beginning teacher:

- ↓ Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.
- ↓ Accepts and respects students with diverse backgrounds and needs.
- ↓ Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- ↓ Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
- ↓ Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.
- ↓ Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- ↓ Understands the instructional significance of varied student learning needs and preferences.

### **Competency 004**

**The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.**

The beginning teacher:

- ↓ Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- ↓ Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children, and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
- ↓ Applies knowledge of the implications for learning and instruction of middle-level students' wide range of thinking abilities.
- ↓ Stimulates reflection, critical thinking, and inquiry among middle-level students (e.g., engages students in structured, hands-on problem-solving activities that are challenging; encourages

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exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication, and the respectful exchange of ideas).

↓ Enhances learning for middle-level students by providing instruction that encourages the use and refinement of higher-order thinking skills

(e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).

↓ Teaches, models, and monitors organizational and time-management skills at an age-appropriate level (e.g., keeping related materials together, using organizational tools).

↓ Teaches, models, and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research,

establishes checkpoints during research projects, helps students use time management tools).

↓ Recognizes how social and emotional characteristics of middle-level students (e.g., interacting with peers, searching for identity, questioning principles and expectations) impact teaching and learning.

↓ Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.

↓ Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.

↓ Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.

↓ Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.

↓ Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

## **Competency 005**

**The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.**

The beginning teacher:

↓ Uses knowledge of the unique characteristics and needs of middle-level students to establish a positive, productive classroom environment (e.g., provides opportunities to collaborate with peers, promotes students' awareness of how their actions and attitudes affect others, includes kinesthetic experiences and active learning within a planned, structured environment).

↓ Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.

↓ Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

↓ Presents instruction in ways that communicate the teacher's enthusiasm for learning.

↓ Uses a variety of means to convey high expectations for all students.

↓ Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies

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for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

↓ Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

### **Competency 008**

**The teacher provides appropriate instruction that actively engages students in the learning process.**

The beginning teacher:

↓ Employs various instructional techniques (e.g., discussion, inquiry) and varies teacher and student roles in the instructional process, and provides instruction that promotes intellectual involvement and active student engagement and learning.

↓ Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).

↓ Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

↓ Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs.

↓ Engages in continuous monitoring of instructional effectiveness.

↓ Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.

↓ Employs effective motivational strategies and encourages students' self-motivation.

### **Competency 011**

**The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.**

The beginning teacher:

↓ Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.

↓ Engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.

↓ Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.

↓ Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.

↓ Conducts effective conferences with parents, guardians, and other legal caregivers.

↓ Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

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