**EDUC 543: Children, Family, Culture, and Schools, Ages 4-12**
**Spring 2012** (January 24th – May 8th)
**Tuesday 4:30 p.m. – 7:10 p.m.**
Thompson Hall L004**, *Fairfax Campus***

Elizabeth Levine Brown, PhD
George Mason University, Fairfax Campus
4400 University Drive
Thompson Hall 1804, MS 4B3
Fairfax, VA 22030
ebrown11@gmu.edu
Office Hours: By Appointment

## CATALOG COURSE DESCRIPTION

Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

**Prerequisite(s):** Admission to elementary education licensure program.

**Notes:** Requires school-based field experience.

**Hours of Lecture or Seminar per week:** 3
**Hours of Lab or Studio per week:** 0

## COURSE PHILOSOPHY

This course was designed to deepen, broaden, sophisticate, and integrate your understanding of theories and research on development and learning to support your decision-making as an educator. In turn you will apply theoretical frameworks to the school context and student learning. Moreover, we will focus on understanding good educational practices and policies and how these policies and practices apply to a standards-driven environment. Finally, an emphasis will be placed on discussing the role of relationships and other psychosocial influences (e.g., cultures) within the classroom because you as educators serve to defend, advocate, and communicate on behalf of your students, and therefore must know each of them as a holistic individual. Field observation is required.

## NATURE OF COURSE DELIVERY

Students in this course will participate in a learning environment that will model various teaching strategies appropriate for diverse learners and information to be learned. This course integrates a fieldwork observation and the use of technology.

## LEARNING OUTCOMES

Students completing EDUC 543 will be able to:

1. Describe the stages of typical human development in the domains of cognition, language, social/emotional and physical in children ages 4-12.
2. Demonstrate an understanding of the interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in elementary schools.
4. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
5. Develop competency in observing and assessing development and learning in classroom settings using performance-based methods that are sensitive to students' unique cultural/ethnic backgrounds.
6. Appreciate the teacher's role in working with families in culturally diverse communities and fostering their involvement in their children's education.

## STANDARDS

*INTASC Standards:*
**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

*NCATE/ACEI Standards:*
**1.0 Development, Learning, and Motivation** – Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**3.2 Adaptation to diverse students** – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

**5.2 Collaboration with families, colleagues, and community agencies** – Candidates know the importance of establishing and maintaining a positive collaborative

relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

*ISTE National Education Technology Standards:*
I. Teachers demonstrate a sound understanding of technology operations and concepts.

V. Teachers use technology to enhance their productivity and professional practice and lifelong learning.

| Learning Outcome | INTASC | ISTE NET |
|---|---|---|
| 1. | 2 | |
| 2. | 10 | I,V |
| 3. | 2 | |
| 4. | 3, 10 | I, V |
| 5. | 3, 8 | |
| 6. | 10 | I,V |

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.  For more information about our core values, please reference http://cehd.gmu.edu/values/.

## COURSE TEXTS

**Required Texts:**
Codell, E. R. (2010). *Educating Esme: Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books.
Fay, J. & Funk, D. (1995). *Teaching with love and logic*. Golden, CO: The Love and Logic Press  Inc.
McDevitt, T. M., and Ormrod, J. E. (2011).  *Child development and education* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

**Recommended Text**:
*Publication manual of the American Psychological Association* (6th ed.) (2009). Washington, DC: American Psychological Association.
Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14* (3rd ed.). Turners Fall, MA: Northeast Foundation for Children.

**Other References Used in Class:**
Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom.* New York: The New Press.
Gay, G. (2010). *Culturally responsive teaching: Teaching, research and practice* (2nd ed.). New York: Teachers College Press.

Greenspan, S. I., & Benderly, B. L. (1997). *The Growth of the Mind: And the Endangered Origins of Intelligence*. Cambridge, MA: Perseus Books.

Hirsh, R. A. (2003). Early childhood curriculum: Incorporating multiple intelligences, developmentally appropriate practices, and play. Boston, MA: Pearson Allyn & Bacon.

Jensen, E. (2005). *Teaching with the Brain in Mind* (2nd ed.). Alexandria, VA: ASCD.

Kohn, A. (1999). The schools our children deserve: Moving beyond traditional classrooms and "Tougher Standards". Boston, MA: Houghton Mifflin Company.

National Research Council and the Institute for Medicine (2004). *Engaging schools: Fostering high school students' motivation to learn.* Washington, DC: The National Academies Press.

You can purchase the books at the bookstore or online (i.e., Amazon). Additional readings are indicated in the syllabus as PDF files that can be downloaded from the GMU library and/or our Blackboard website. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

## ADDITIONAL RESOURCES

The resources listed below might assist you as you prepare to become educators, researchers and scholars.

**General Reference**:
http://www.apastyle.org/index.html (APA Style Manual Home Page)

**Age Based Organizations**:
www.myacpa.org (The American College Personnel Association)
www.ashe.ws (The Association for the Study of Higher Education)
www.s-r-a.org (The Society for Research on Adolescence)
www.srcd.org (The Society for Research on Child Development)
www.aera.net/ (American Educational Research Association)

## COURSE REQUIREMENTS: ASSIGNMENTS & EVALUATION

*Blackboard*: For this course we will be using Blackboard as a means to distribute additional readings not included in the textbooks. You can access Blackboard through the website - https://mymasonportal.gmu.edu. Next you will log in with your Mason user name and password.

*In Class Assignments:*
### Active Participation (40 points)
Active participation requires attendance, preparation (through readings and assignments), and willingness to contribute to in-class discussions in a variety of group configurations (pairs, small groups, entire class, etc.). Because active participation is one of the primary means to learning, attendance is critical. Thus, attendance will be recorded and count for a total of **30 points**.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies (i.e., death in family, hospital) are exceptions to the above policy. **You are expected to bring in proof of reasoning for**

**your absence in order for it to be excused.** If you anticipate being absent for any of these reasons, please make arrangements *in advance* (*at least 24 hours*) and there will be no deduction in your grade. If it is a last minute emergency, you are given 48 hours to provide proof of absence.

Whenever it is possible, advance notice of absences is appreciated. An email message or phone call to someone who will be in class (instructor or student) is generally adequate to keep us from worrying about you. If you were unable to contact someone prior to the missed class, please contact me as soon as possible afterwards to learn of any assignments or announcements. You should expect to make up any missed class work.

**The other 10 points (*i.e., 5 points each*) of the active participation grade stems from the following:**
- *Learning Snapshot Assignments I & II* which will be provided at the beginning of the course and the end of the course. Instructions for these assignments are provided on our Blackboard site. **These are out of class assignments!**

### In-Class Activities and Debates (60 points [10 points each])
The in-class case activities serve to assess your understanding of theoretical frameworks discussed in class and how those theoretical frameworks apply to classroom learning experiences. I will provide you with a written case or simulation exercise, and you will analyze the case in small groups utilizing the theories and concepts discussed in class and in your readings. By analyzing an actual case of classroom practice and receiving feedback from your colleagues and me, you will have the opportunity to apply the theories and make sense of them.

### Debates
Many class sessions will present more than one approach or theory to pertinent educational issues. We will debate these issues to encourage the development of your advocacy skills, provide you a voice for good practices in education, develop formal and informal speaking skills, and analyze important issues affecting teachers today. Each debate will be assessed using a rubric.

*Out of Class Assignments:*
### Teaching Case Analysis (200 points)
### [*20 points* – **ethnographic report**; *140 points – written analysis*; *20 points – oral presentation*; *20 points – two peer conferences*]
This is one of the major assignments of the term. You will develop an ongoing case study around one of the students you teach. You will get to know this student better, understand the student's strengths and challenges, gain insight of the developmental stages the student is going through, develop goals, compare theory to observation, and work to have a positive effect on the student's social, emotional, and intellectual growth. Directions for each case analysis are detailed below. Due dates are provided on the Course Calendar.

In addition, case studies will include fifteen hours of field observations. You will conduct all observations in your assigned school. At two points during the semester you will prepare and submit two types of field observations:
    (a) an ethnographic observation, and
    (b) anecdotal child development observations
Detailed descriptions of these field observations will be provided in class.

Finally, you will present your Teaching Case Analysis to the class at the end of the semester. Presentation directions will be distributed later in the semester.

## NOTE ON COURSE ASSIGNMENTS

All written assignments should be stapled, double-spaced in black 12-point Times font (or other serif fonts such as, Palatino), with margins of 1 inch (top, bottom, right, & left). Each assignment should *always* fall within the page range listed in the syllabus.  If not, points will be deducted.  Your papers should conform to the style manual of the American Psychological Association (6th ed.).

In class, you will receive more explicit instructions for completing course assignments. Please ask if you have questions regarding how you will be evaluated in this course.  I am happy to discuss your learning goals and progress toward those goals at any time, though the earlier in the semester the better.  Please note, however, that I will not discuss grades over email.  Due to the sensitive nature of grades, and the lack of security with email I will not risk your privacy by discussing grades over email.  If you would like to speak about such matters, please come in to meet with me in person.

### Note on late assignments:
**Papers/Assignments**: All assignments are expected at the beginning of the assigned class (*see syllabus*). Unless prior arrangements have been made with me (at least 48 hours in advance), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

### Course Grade Calculation:
*In Class Assignments*
1. Active Participation = 40
2. In-Class Activities and Debates = 60

*Out of Class Assignments*
1. Teaching Case Analysis = 200 (inclusive of presentation and peer conferences)

**Total Points = 300**

### Evaluation of assignments:
- **277-300**            **A**
- **270-276**            **A-**
- **246-269**            **B**
- **240-245**            **B-**
- **216-239**            **C**
- **210-215**            **C-**
- **180-209**            **D**
- **179 and below**      **F**

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT: STATEMENT OF RESOURCES, EXPECTATIONS and UNIVERSITY POLICIES

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/]. **Plagiarism, in any of its forms, will not be tolerated in this course.**
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

## ADDITIONAL GMU RESOURCES

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- *Note that I will communicate with you via your GMU email account only!* Please review this email policy and additional GMU policies and resources on the website, http://universitypolicy.gmu.edu.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

## COURSE CALENDAR

The Course Calendar below offers a *tentative* class meeting schedule. The schedule includes the class discussion topic, the required readings for the given class, and the assignments due dates. I reserve the right to modify this schedule in whole or in part, and to add readings as necessary. I expect that the schedule and readings will change as we move through the semester so you should attend every class to hear updated changes made to the syllabus.

| DATE | TOPIC | READINGS | ACTIVITIES | ASSIGNMENTS DUE |
|---|---|---|---|---|
| **Tuesday, January 24th** | Book Club: *Educating Esme* Discussion – What is the purpose of school? What is the role of the teacher? | *Educating Esme* book | On-line discussion questions about *Educating Esme* | **(*All assignments are due on the date indicated.*)** |
| **Tuesday, January 31st** | Getting to know each other<br><br>Course Overview<br><br>Introduction to APA writing | Syllabus<br><br>Readings on CourseWeb – download, print and bring to class | | **Learning Snapshot #1** (*Upload to Assignment button on Blackboard.*) |
| **Tuesday, February 7th** | Basic issues and theories in child development Principles, analysis and conduct of developmental research. | *McDevitt & Ormrod, Chapters 1 and Chapter 2*<br><br>*NAEYC Guidelines for developmentally appropriate practice* [http://www.naeyc.org/positionstatements/dap](http://www.naeyc.org/positionstatements/dap) | | **Teaching Case Analysis – Participant Chosen** |
| **Tuesday, February 14th** | Personal & Social Development | *McDevitt & Ormrod, Chapters 12, 14 and 15* | **Activity #1:** Erikson | **Ethnographic Report** (*Upload to Assignment button on Blackboard.*) |
| **Tuesday, February 21st** | Emotional Development | *McDevitt & Ormrod, Chapter 11* | | **Teaching Case #1 due** (*Upload to Assignment button on Blackboard.*) |
| **Tuesday, February 28th** | Cognitive Development | *McDevitt & Ormrod, Chapters 6* | | **Teaching Case #2 due** (*Upload to Assignment button on Blackboard.*) |
| **Tuesday, March 6th** | Intelligence | *McDevitt & Ormrod, Chapter 8*<br><br>Readings on CourseWeb | **Activity #2: DEBATE -** Traditional view of intelligence versus multiple intelligence view of intelligence | **Revisions for Teaching Case #1 due** (*Email to Dr. Brown*) |
| **Tuesday, March 13th** | **SPRING BREAK** | | | |
| **Tuesday, March 20th** | The Brain & Education (Memory/Recall/Attention) | *McDevitt & Ormrod, Chapters 4, 5 and 7* | **Activity #3:** Applying Jensen's ideas to K-12 practice | **Revisions for Teaching Case #2 due** (*Email to Dr. Brown*) |
| **Tuesday, March 27th** | Behaviorism & Discipline | TBD<br><br>Readings on CourseWeb | | **Teaching Case #3 due** (*Upload to Assignment button on Blackboard*) |

| Tuesday, April 3rd | Motivation | *McDevitt & Ormrod, Chapter 13*<br><br>Readings on CourseWeb | **Activity #4:** CLASS Observation | **Teaching Case #4 due** (*Upload to Assignment button on Blackboard.*) |
|---|---|---|---|---|
| **Tuesday, April 10th** | Culture & Diversity | *McDevitt & Ormrod, Chapter 3*<br><br>Readings on CourseWeb | **Activity #5:** Stereotype Threat Activity | |
| **Tuesday, April 17th** | How Do Developmental Influences relate to Student Academic Outcomes (e.g., testing and evaluation)? | Readings on CourseWeb | **Activity #6: DEBATE -** The role of standardized testing in achievement | **Teaching Case #5 due** (*Upload to Assignment button on Blackboard.*) |
| **Tuesday, April 24th** | Teaching Case Analysis **PRESENTATIONS** | | | **Teaching Case #6 due** (*Upload to Assignment button on Blackboard.*)<br><br>**Teaching Case Presentations due** |
| **Tuesday, May 1st** | Teaching Case Analysis **PRESENTATIONS** | | | |
| **Tuesday, May 8th** | Reflection and Review | | | **Learning Snapshot #2 due** (*Upload to Assignment button on Blackboard.*) |

## Teaching Case Analysis Project

**This Teaching Case Analysis Project is your Performance Based Assessment (PBA).** The teaching case analysis is a rich portrait of the development of the child that you observed in the school context who has a **different cultural background from your own**. It is based on your written reports and observations and includes descriptive information about the child's family, the community, and cultural context, and the teaching implications to meet the developmental needs of the child. The purpose is to help you learn how to observe children and collect data systematically so that you gain insight into how psychological influences affect a student's development and learning. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences in your future classroom.

### Overall the PBA will include:

1. A general description of the child and a summary of the child's socio-cultural context (family, school, community, ethnicity) and how this might affect the child's development.
2. A summary of the child's development in (a) the physical, (b) cognitive, and (c) affective (social, emotional, moral) domains supported by specific examples from your observations with connections to the child development theories studied.
3. A reflection on how culture, both the child's, the teacher's, the classroom's, school's and your own, has affected your observations of and conclusions about the child.
4. A reflection on the teaching implications for the child.

Your observations and other notes constitute the data for your case study. Your knowledge of course material (i.e., child development theories and research, the influence of family, community, culture and school on development) should be woven throughout. *Through your case analysis, you are expected to use relevant course readings to support your claims. In addition, you are required to cite your references appropriately. If desired, you are welcome to find additional literature that supports your ideas; however please remember to cite those references both in the reference list and in the text using APA style.*

**Choose Subject:**
This assignment will allow the teacher to identify a child and develop a model for relationship-based teaching.

**First** – Identify a student for the case study.  Prior to selecting your participant, review the case study assignments below to understand the observations and reflections you must conduct with that particular child.  Keep in mind you will need to observe and report on academic and psychosocial variables (e.g., intelligence, emotional, social, behavioral) of this child.

**Ethnographic Observation Report**                                        (20 points)

You will submit field notes or an ethnographic observation report on your child.  For 45 minutes, observe your child and collect data on the following.

> ➢ *The learning environment: teacher's organization, rules and expectations.*
> ➢ *Demographics (diversity) in the classroom.*
> ➢ *How the teacher uses developmental information to plan the learning environment.*
> ➢ *How the teacher addresses various differentiation/diversity information to plan the learning environment.*

Considering this information, prepare anecdotal notes on how the student responds cognitively, emotionally, and socially to their learning environment.

I will use the rubric below to assess your ethnographic observation report.

Your ethnographic observation report will be evaluated according to the following criteria:

| Rating → / Item ↓ | Distinguished: *understanding clear, convincing substantial evidence* <br><br> **4** | Proficient: *understanding clear adequate evidence* <br><br> **3** | Developing: *understanding vague limited evidence* <br><br> **2** | No evidence of understanding <br><br> **1** |
|---|---|---|---|---|
| Description of culture(s) in classroom including <br> • children <br> • teacher <br> • classroom environment | Vivid, packed with details that give reader picture & feeling for subject as if it had been experienced | Sufficient details to have a general picture and feeling for subject | Few details that only give a glimpse of a picture and feeling for the subject | Insufficient details to give any picture or feeling for the subject |
| Reflections on classroom culture and climate and effect on the children's learning and development | Reflections specifically make connections with information in readings <u>and</u> course content and discussions | Reflections specifically make connections with information in readings <u>or</u> course content and discussions | Mentions some information in readings and/or course content and discussions | Does not refer to readings and/or course content and discussions |
| Addresses issues of differences from mainstream American culture. | Extensive and specific discussion of socio-cultural implications for development and learning. | Complete discussion of socio-cultural implications for development and learning. | Limited discussion of socio-cultural implications for development and learning. | No discussion of socio-cultural implications for development or learning. |
| Professionally written paper | a) Focus of paper described, <br> b) Narrative is organized and coherent, <br> c) Conclusion creates complete picture of what was observed relating to assignment, <br> d)Grammatical correctness and proofreading evident | 75% of original criteria evident | 50% of original criteria evident | less than 50% of original criteria evident |

Total points from rubric: _____

<u>**Case Study 1 – Description of Student and Physical Development**</u>        (25 points)

**Describe this student**.  What do you know about this student already?  Provide a general description of the child and a summary of the child's socio-cultural context (e.g., family, school, community, ethnicity.)

Describe the **child's physical appearance**.  Consider the child's physical growth, eating habits, physical activity, rest and sleep, health and socio-cultural/diversity influences.


<u>**Relationship Building Exercise:**</u>
**Assess the intelligence strengths of this child**.  Have the child fill out the multiple intelligence profile -- or ask the questions on the profile form to the child.  **Explain the results.**

**Discuss the child's Intelligence profile answers**.  To understand the child's strengths and likes, try the Relationship Building Exercise from *Love and Logic* (p. 21-22).  For example, if the child checks *play an instrument*, ask him/her what instrument he/she plays, etc.  Share similar interests with this child.  **Summarize this conversation and why you chose this child.**

<u>**Case Study 2 – Assessing Emotional and Social Development**</u>            (25 points)

**Emotional States.**  When you observed your participant, describe the emotional state of the child?  When the student is challenged in class, and/or struggling with a learning concept, what emotional state do you witness?  Describe the emotional state typical for that child during the school day?  How is the classroom environment contributing to that specific emotional state?

New research shows a much greater interplay between emotional states and cognition than previously identified.  Emotions drive attention, create meaning, and have their own memory pathways. In preparation for our conversations on cognition and intelligence, consider the following questions:

*<u>**Related questions (Use these as guiding questions---not ones you HAVE TO answer!):**</u>*
- How are emotions affecting this student's cognition?
- What can you do to nurture positive emotions in the classroom? –or- How can you positively influence students' emotional states on an ongoing basis?
- How can you improve your students' emotional intelligence?
- How can we get this student to play a larger role in understanding his/her emotions?

**Identity Development.**  Look at Erikson's crises of socioemotional development.  What crisis is this child dealing with now?  Do you see any evidence that this child is resolving the crisis in a positive or negative way?

**Social Development.**  How does the child appear socially?  What self-regulation strategies does this child employ?  Does your student demonstrate a sense of self?

**Relationship Building Exercise:**  How can you help facilitate this particular child's emotional state?  Try some strategies discussed in class to move that child to a state of joy or anticipation.  Describe what you are going to do this week to help the child build a better relationship with you.

In addition, reflect on how you could support this child's identity development. Review this child's Erikson stage of identity development (see above).  How can you foster the positive side of this crisis?  Consider some of the tips suggested in *Love and Logic, "Getting them to love you"* (p. 311-314).

<u>**Case Study 3 – Cognitive Development, Intelligence and the Brain**</u>        (25 points)

By now, you should have a little more information concerning this particular child's intelligence strengths. **Describe this particular's child's intelligence and cognitive strengths and challenges in depth.** How do you know these are his/her intelligence strengths? (Use your field notes in addition to literature to support your claims.)  What cognitive processes (e.g., attention, memory, thinking and reasoning) influence your child's intelligence strengths.  In addition, review key ideas of Piaget's and Vygotsky's cognitive theories.  When observing your student, how might these theories apply to this student's learning?  Consider discussion of Piaget's stages of cognitive development and Vygotsky's perspective on self talk/inner speak, guided practice, etc.

Also, think about the strategies presented in Eric Jensen's video "*7 Amazing Brain Discoveries*".  Particularly focus on the concepts that Jensen presented regarding stress and it's influence on cognition.  Explain why this discovery is significant to this student. Answer the related questions below, and then come up with strategies to help this child benefit from this brain research.

**Allostatis**
Excess stress (or distress) or lack of recovery from repeated stress creates allostatic, or adjusted states, and forces changes in the brain.  Over time, the stress baseline for daily life rises, which keeps a person in a constant state of distress.

<u>*Related questions:*</u>
- Do you think this student is in a state of distress?
- What is causing this students' perception of stress?
- What can we do at school to influence the amount and type of stress on this student?
- Stress is the perception of a loss of control. What can we do to change the perception of this student's state of distress?

**Take the MI intelligence adult profile.** What strengths do you have?  How do you learn?  Can you use any of your strengths to connect with or reach this child?  Reflect on your former instructional methods/approaches in class – are you teaching based on your MI strengths or your students' MI strengths?

**No Relationship-Building Exercise.**

## Case Study 4 – Behaviorism and Discipline (25 points)

In class we discussed key theories of behaviorism – classical and operant conditioning. How do you see these theories employed in the classroom where you observe? In association with Skinner's operant conditioning, how are rewards and punishments instilled in the classroom?  How does your participant respond both developmentally and academically to these rewards and punishments?

**Now review the current discipline system used in the school and in the classroom.** Do you feel this is an effective system for your participant?  Why or Why not? Considering the developmental needs of your participant, what discipline strategies (think: rewards, punishments, intelligences, motivation) would best help your child mature in his/her learning?

**Relationship Building Exercise:** Try some of the following strategies from the Love and Logic book with your participant:

Immediate Consequences vs. Delayed Consequences (p. 15 – 18)
Learning from your Decisions (p. 26)
Enforceable Limits (p. 26)
Provide Choices with Limits (p. 28 – 34) **[pay attention to enforceable statements on p. 29]**
Apply Consequences with Empathy (p. 35)
Possible Choices in the Classroom (p. 154)
Punishment vs. Discipline (p. 170)

Which ones did you try and were they successful? Why or why not?

## Case Study 5 – Motivation and Learning                                    (25 points)

Consider our conversation on intrinsic and extrinsic motivation.  Based on your observations, describe how your participant is motivated best in the classroom.  How does the teacher employ both intrinsic and extrinsic motivation strategies? Are there any signs of demotivation as evidenced by Jensen (2005)? With consideration of Maslow's hierarchy of needs – what physiological concerns do you notice with your participant, which might influence his/her self-actualization, motivation and learning?

Research shows that motivation influences persistence in activities (e.g., time on task), heightens effort and energy, affects cognitive processes, and directs behavior to goal achievement (Ormrod & McDevitt, 2010). Use your observations to provide evidence on how your participant's motivation leads to these outcomes or derails your child's learning.

**Relationship Building Exercise:** Spend time talking with your participant about what he/she likes or dislikes about school.  Knowing your child's interests and intelligence strengths, ask your participant to consider ways that might help him/her engage and learn more in the classroom. Consider what motivation tools would assist your participant.

**Case Study 6 – Final Case Study**                                    (15 points)

*The final reflection should be two to three pages in length and integrate the pedagogy, theory and psychosocial tools discussed in class.*

**Culminating Assessment.** Think about your relationship with the selected student. Write a final reflection on the relationship that developed with this student, in particular describing his/her physical, developmental and academic growths and struggles. Has the child's academic and behavioral skills improved? What strategies did you find most effective? Why do you think those strategies worked? What strategies did not work and why do you think those strategies were not effective? How is this child functioning academically and behaviorally now? What strategies should he/she continue to work on? Why?

**Goals.** Identify three goals you have for this student that should be worked on from now until the end of the year. What should be done to help that child achieve those goals? What developmental assessments will you employ to address the psychosocial needs of this student?

**In Review.** From observing your participant and the discussions had during this course, why does assessing a students' developmental needs affect a teacher's pedagogy and student's learning?

## Case Study Presentations (20 points)

For our case study presentations, you will present orally on the key developmental and psychosocial observations on your case participant. In addition to your oral presentation, you will prepare an APA poster or PowerPoint presentation that reviews the following key indicators about your case study child.

1) Physical, demographic and cultural review
2) Academic and behavioral description
3) Intelligence strengths and challenges
4) The emotional states observed
5) The social interactions of this child (i.e., concepts of personal and social development)
6) Motivational cues and responses to discipline
7) How the child responded to the relationship building strategies
8) What influence you had on your child's academic, social and emotional progress

**Please remember to use relevant course readings and reference in APA style throughout your presentation.**

**Detailed directions will follow later in the semester.**

**<u>Two Peer Conferences (a classmate)</u>**                                    (10 points each - 20 points)

**Peer-Evaluation (approximately 1-2 pages)**

Good writing involves the ability to identify your own weaknesses. It is often said: "You are your best critic." Therefore, you should spend time reviewing and constructively critiquing your work.  After completing your case report, reread it for the purposes of evaluation and grading.

Then give it to a peer for review. Your peer/classmate will provide a unique perspective to critiquing your work also.  First the peer will read your case. Second, he/she will write comments about your case to represent the strengths and weaknesses of the document. Third the peer will ssigns a **numerical grade (0-5) to your report and an *in depth rationale* for why you think your case report deserves this grade**. You will want to be as thoughtful and critical about the quality. Remember: peer-evaluation is an important part of this writing, learning and final evaluation process, so take it seriously!

> **Criteria for Evaluation** – The keys to a successful case report are:

> **\*APPROPRIATENESS**
> **\*DEPTH**
> **\*ORGANIZATION**
> **\*CLARITY**
> **\*APA**

- **<u>Appropriateness</u>**: the document addresses the key points of the case instructions; the author analyzed how classroom observations align or derail from the developmental and psychosocial theories discussed in this course; connections between your knowledge of development and learning should be made explicit

- **<u>Depth</u>**: your **<u>analysis</u>** must explore the many facets of development with specific & detailed observations and interpretations

- **<u>Organization</u>**: your document provides a clear structure; a main idea and supporting topics are used to frame the paper; transitional sentences provide connections between paragraphs; a concluding paragraph summarizes the main points addressed in the case

- **<u>Clarity</u>**: your description and analysis must be clear and easy to follow, case has accurate spelling and grammar

- **<u>APA</u>**: structural and grammatical use of APA is expected; please see the syllabus for more detailed instructions on writing requirements

**Please note**: You should be evaluating your work and improving it throughout the writing process. Your final draft should reflect your most thoughtful and insightful analysis. Thus, you *should* be writing multiple drafts. We will know if it is your first draft, so, please _revise and proofread_ before submitting.

# Some Helpful Tips for Writing Case Studies

✓ 1. Familiarize yourself thoroughly with the developmental theories we have learned prior to writing the paper.

✓ 2. Outline your paper prior to writing it. Consider how you tie the theories discussed in class to your observations.  This will assist you in organizing the general layout of your case study. It will also make it easier when you actually write the paper.

✓ 3. Have someone unfamiliar to the theories/topics read your paper. Ask them to look for the clarity of the paper (e. g., organizational flow, grammar, spelling) and whether or not the paper makes sense generally.

✓ 4. Proofread your paper multiple times. Use spell check and the grammar-correcting function in Microsoft Word before submitting your paper.

# EDUC 543 PBA

| Levels:<br><br>Criteria: | Distinguished (met)<br><br>value: 4 | Proficient (met)<br><br>value: 3 | Developing (not met)<br><br>value: 2 | Beginning (not met)<br><br>value: 1 | Score |
|---|---|---|---|---|---|
| **COURSE CONTENT Standard 2 (ACEI 1.0): Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12** | Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to give detailed description of child's whole development, abilities, interests, values and cultural background from many theoretical perspectives. | Content is accurate, fairly complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to describe child's development, from several theoretical perspectives. | Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to give brief description of the child's development with some reference to theoretical perspectives. | Content is not accurate, is incomplete, and lacks clarity. Does not demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to give adequate description of child's development supported by examples. | |
| **CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): Uses child development theory and observation to create a comprehensive description of the child's physical development.** | An exhaustive description and discussion of the child's physical development with detailed reference to child development theory | A full description and discussion of the child's physical development with general reference to child development theory | A general description and discussion of the child's physical development with some reference to child development theory. | A brief description and discussion of the child's physical development with little or no reference to child development theory. | |
| **CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): uses child development theory and observation to create a comprehensive description of the child's** | Exhaustive description and discussion include all aspects with detailed reference to child development theory. | Description and discussion include all aspects with general reference to child development theory. | Description and discussion include some aspects with brief reference to child development theory. | Limited description and discussion includes few aspects with little or no reference to child development theory. | |

**cognitive development.**

| | | | | |
|---|---|---|---|---|
| **CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional)** | Exhaustive description and discussion include all aspects with detailed reference to child development theory. | Description and discussion include all aspects with general reference to child development theory. | Description and discussion include some aspects with brief reference to child development theory. | Limited description and discussion include few aspects with little or no reference to child development theory. |
| **CASE STUDY REPORT (DEVELOPMENT) Standard 2: Demonstrates understanding that children aged 4-12 differ in their development.** | Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher | Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher | Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher | Does not show understanding or knowledge of how and why children differ in their development. |
| **CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 3.2): Demonstrates understanding that children aged 4-12 differ in their approaches to learning.** | Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture. | Stated or implied evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture. | Inadequate evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture. | Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture. |
| **CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2/5.2): Demonstrates knowledge of the child's socio-cultural background including: •Community •Family •Race/ethnicity •Language •Religion** | Demonstrates clear awareness and comprehensive knowledge of all key information. | Demonstrates awareness and knowledge of all key information. | Demonstrates general awareness and knowledge of key information. | Does not demonstrate awareness and knowledge of key information. |

| | | | | | |
|---|---|---|---|---|---|
| **CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2/5.2): Demonstrates knowledge of the child's socio-cultural background including: •Community •Family •Race/ethnicity •Language •Religion •School** | Demonstrates clear awareness and comprehensive knowledge of all key information. | Demonstrates awareness and knowledge of all key information. | Demonstrates general awareness and knowledge of key information. | Does not demonstrate awareness and knowledge of key information. | |
| **CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2): Demonstrates understanding of how the child's socio-cultural context can affect development** | Extensive and specific discussion of socio-cultural implications for development with particular reference to case study | Full discussion of socio-cultural implications for development with general reference to case study. | Limited discussion of socio-cultural implications for development and little reference to case study. | No discussion of socio-cultural implications for development. | |
| **CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2): Demonstrates understanding of how the child's socio-cultural context can affect learning** | Extensive and specific discussion of socio-cultural implications for learning with particular reference to case study | Full discussion of socio-cultural implications for learning with general reference to case study. | Limited discussion of socio-cultural implications for learning and little reference to case study. | No discussion of socio-cultural implications for learning. | |
| **ORGANIZATION Case study is written in narrative form, single sided, double-spaced that demonstrates: •Clarity •Good organization** | Highly organized plan with effective transitions. Superior introduction and conclusion, which clearly relate to whole | Logical organization, but with inconsistent transitions. Introduction and conclusion related to whole. | Logical organization, with some transitions. Ineffective introduction and/or conclusion | Poor organization lacks unity. No transitions. No introduction and/or conclusion. | |