

EDUC 543_001: Child Development

Spring 2015

Mondays – 7:20-10:00, West Building, rm. 1001

Professor: Dr. Shannon King, NBCT

Office Hours: By appointment

Office Location: N/A

Office Phone: (703) 409-5522

Email: sking27@gmu.edu

CATALOG COURSE DESCRIPTION

COURSE DESCRIPTION

A. Prerequisites: Admission to Elementary Education licensure program

B. University 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.

C. Expanded Course Description: N/A

D. Field Hours: This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

LEARNING OUTCOMES

Teacher candidates completing EDUC 543 will be able to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12. (ACEI 1.0; INTASC 1)
2. identify 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 (ACEI 1.0; INTASC 2)
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools (ACEI 1.0; INTASC 1).
4. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners. (ACEI 1.0; INTASC 2)
5. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education (ACEI 1.0; INTASC 10)

PROFESSIONAL STANDARDS

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 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.
- **Standard 2.7:** Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- **Standard 3.1:** Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 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
- **Standard 3.3:** Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4:** Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
- **Standard 3.5** Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- **Standard 4.0:** Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1:** Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.

- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

International Society for Technology in Education National Education Technology Standards (ISTE-NET):

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE--**Teachers use technology to enhance their productivity and professional practice in the following ways: 1. Use technology resources to engage in ongoing professional development and lifelong learning. 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. 3. Apply technology to increase productivity

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **These courses require 15 hours of field experience.**

COURSE TEXT

Required Texts

Slavin, R. E. (2012). *Educational psychology: Theory and practice (10th ed.)*. Boston, MA: Pearson.

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14 (3rd ed.)*. Turners Fall, MA: Northeast Foundation for Children.

You can purchase the book(s) at the bookstore or online (i.e., Amazon). In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [*Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.*]

This course uses Blackboard provided through the University. Go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

COURSE ASSIGNMENTS & EVALUATIONS

1. Assignment Descriptions

Weekly

a. Attendance and Participation (5 points per week/75 points total)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

b. Literature Circle (5 points per week /75 points total)

There is a good deal of reading in these courses, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings as well as apply the readings to practice. Each week, you

will engage in literature circles. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

c. Exit Tickets (2 points per week/30 points total)

At the end of each class, you will complete an exit ticket that details how your meaning making for the course content and your application of the course content to your field-based observations changed/evolved given our readings/discussions. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

Over the Semester

d. Community Mapping Activity (20 points)

During your field hours, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of factors that influence students’ daily school experiences. As you work at your field hours schools, you gather materials to create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school:

- 1) a visual tour of both your school and the surrounding community
- 2) school description/demographics
- 3) community description/demographics
- 4) aspects of your school that make it unique
- 5) intersection of course readings/discussions with your school experiences

The presentation can take any format that your group prefers! Be creative 😊. ***Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum.***

f. Observation Reports* (50 points; PBA for EDUC 543)

As you prepare to become developmentally-appropriate teachers, you will construct a case study documenting one student’s ecological influences and key developmental capacities that may influence his/her learning as well as your teaching practice. First, you will build off your findings from the Community Mapping Activity to highlight how ecological factors of this child’s development are evidenced in the observed classroom and school settings.

Additionally, you will document how the teacher considers the observed student’s familial and cultural influences. Second, you will observe a child’s physical, cognitive and affective (i.e., emotional, social and moral) domains of development and how the teacher attends to the student’s developmental needs. Last you will reflect on the similarities and differences of the

student in comparison to another classmates' observed student and also speak to how you as a future elementary teacher might teach this observed child. Write-ups of your observation reports will include the following:

Heading: Observer name, Grade level, Teacher, Focus of observation

1. **Ethnographic report** on classroom climate and culture

Topics to cover:

- The learning environment: teacher's organization, rules and expectations, etc.
- Student demographics
- How the teacher uses developmental information to organize and prepare the learning environment

2. **Anecdotal reports** on observations of **one** selected elementary student. Choose a child who has a different cultural background from you.

Topics to cover:

- **Physical Development** (physical growth, eating habits, physical activity, rest and sleep, health)
- **Cognitive Development**: (stage of cognitive development according to Piaget, Vygotsky's socio-cultural theory, self-talk/inner speech, socio-cultural/diversity factors; cognitive processes such as, attention, memory, thinking and reasoning, metacognition)
- **Affective Development** (Emotional Development: Erikson's identity theory, emotion, temperament and personality); (Social Development: sense of self, social cognitions, self esteem, perspective taking, peer interactions, self regulation, interpersonal behaviors); (Moral Development: intrinsic and extrinsic motivation, Kohlberg's theory, moral reasoning)

3. **Compare and Reflect:** Compare your observation reports with a classmates' observed student. Identify similarities and differences across reports. Investigate and reflect on how children within a similar grade (and even school) may differ developmentally, culturally and academically. Consider how you as a future developmentally-appropriate teacher will address these developmental similarities and differences in your classroom. Prepare a 2-3 page written report on this comparison and reflection.

2. Assignment Points and Grading

<i>Course Outcomes</i>	<i>Assignments</i>		<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 6, 7, 8	Attendance & Participation	5 pts/week	75 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Literature Circles	5 pts/week	75 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Exit Tickets	2 pts/week	30 points	Weekly
1, 2, 5, 7, 8	Community Mapping Activity		20 points	2/29
4, 5, 6, 7, 8	Observation Reports*		50 points	5/9
			250 points	

Grading Criteria (by points)

242-250	A+	219-223	B+
232-241	A	204-218	B
224-231	A-	199-203	B-

REMEMBER: Students enrolled in this degree program must earn a B or higher in all course work.

Grading Policy

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

3. Other Assignment Expectations

- All written assignments **MUST** be double-spaced, 1" margins and black, 12-point font (Times New Roman, Calibri or Arial). APA format is required. If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.
- **Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177
- All assignments must be submitted to Blackboard on the due date assigned. *Please save your assignment with your Last Name and Assignment Title (e.g., King_Observation Report).*

4. Performance-based assessments (PBA*)

Per program requirement, you need to upload the Observation Reports assignment (PBA) to Blackboard.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES

- 1) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 2) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 3) 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.
- 4) 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/>].
- 5) 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/>].
- 6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7) 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/>].

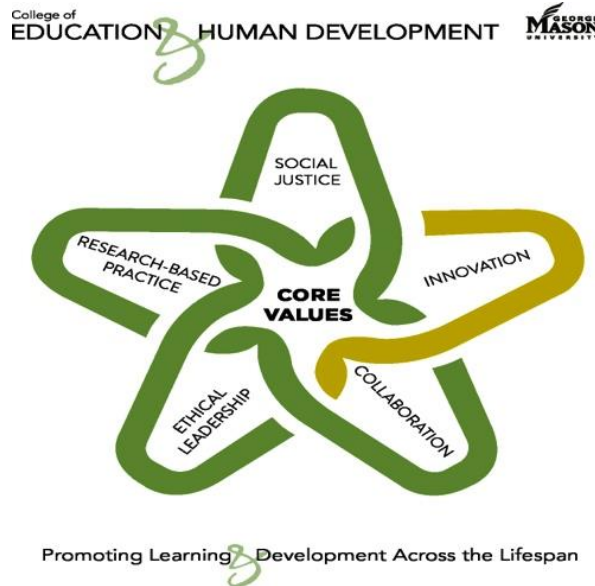
PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

Core Values Commitment The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are

expected to adhere to these principles. <http://cehd.gmu.edu/values/>



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmuedu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application Deadlines:

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>.

Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is Decembe

Proposed Schedule for Class Content and Assignments: EDUC 543
Spring 2016

Date	Topic	Readings	Assignments Due
<p>Week 1 Jan 25 *ONLINE SESSION</p>	<p>Course overview Who are we? Children and schools</p>	<p><i>Yardsticks</i>: Developmental Considerations pp. 11 – 37; Broad Guidelines pp.39 – 44.</p>	<p>Read syllabus and assigned readings</p> <p>Complete student information form</p> <p>Discussion Board post: Introduce yourself to classmates--post by Monday, January 25 at 7:00 pm</p> <p>Complete the online APA and Honor Code modules on Blackboard</p>
<p>Week 2 Feb 1</p>	<p>How does educational psychology pertain to my work as an elementary teacher?</p>	<p>Slavin Chapter 1 (p. 1-25)</p>	<p>Read & Prepare for Literature Circle Discussion</p>
<p>Week 3 Feb 8</p>	<p>Why is the ecological model of development relevant for schools, teaching and student learning?</p>	<p>Readings Uploaded to Blackboard</p> <p>Bronfenbrenner (1994) – read directions posted to know what sections of the article to read</p> <p>Ecological Model Handout</p>	<p>Read & Prepare for Literature Circle Discussion</p>
<p>Week 4 Feb 11</p>	<p><i>What does it mean to become a partner with families?</i></p> <p><i>How will you develop home-school partnerships?</i></p>	<p>Readings Uploaded to Blackboard</p> <p>Family Engagement and the Responsive Educator</p> <p>Teacher as Family Communication Facilitator</p>	<p>Read & Prepare for Literature Circle Discussion</p>

Date	Topic	Readings	Assignments Due
Week 5 Feb 15 *ONLINE SESSION	<i>What is culture? What are our personal biases of culture?</i>	Readings Uploaded to Blackboard Towards A Conception of Culturally Responsive Classroom But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy	Read & Participate in online discussions
Week 6 Feb 22	<i>How might culture influence our teaching?</i>	Slavin Chapter 4 (p. 78-113)	Read & Prepare for Literature Circle Discussion
Week 7 Feb 29	Community Mapping Presentations 4:30-8:30 LOCATION CHANGE: TBD		Community Mapping Presentation
SPRING BREAK March 7-11			
Week 8 March 14	<i>How does the brain influence physical development and learning?</i> <i>What theories of cognitive development influence how we teach elementary students?</i>	Slavin Chapter 6 (p. 142-181) Slavin Chapter 2 (p. 28-51) Articles on Blackboard for small group activity online	Read & Prepare for Literature Circle Discussion
Week 9 March 21 *ONLINE SESSION?	<i>How will you address your students' multiple intelligences in the classroom?</i>	Readings Uploaded to Blackboard Multiple Intelligences in the Classroom Multiple Intelligence for Every Classroom	Read & Participate in online discussions

Date	Topic	Readings	Assignments Due
Week 10 March 28	<p><i>How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?</i></p> <p><i>What do elementary teachers need to know to support students with mental health needs?</i></p>	Slavin Chapter 3 (p. 52-77)	Read & Prepare for Literature Circle Discussion
Week 11 April 4 *ONLINE SESSION	<p><i>How might we best support students in military families?</i></p>	TBD	Read & Participate in online module activities Rough draft of observation reports (Part 1)
Week 12 April 11	<p><i>In what ways can you support the developmental and cultural influences of student learning within your classroom environment?</i></p> <p><i>How will you motivate your students?</i></p>	Slavin Chapter 10 (p. 284-313) Slavin Chapter 11 (p. 315-351)	Read & Prepare for Literature Circle Discussions
Week 13 April 18	<p><i>With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?</i></p>	Slavin Chapter 12 – (p. 352-393)	Read & Prepare for Literature Circle Discussion Rough draft of observation reports (Part 2)
Week 14 April 25	<p>Preparation of final reports: <i>Conferences with Instructor, as needed</i></p>	☺	Observation Report Peer Review & Collaboration on Part 3 of the observation reports

Date	Topic	Readings	Assignments Due
Week 15 May 2	<i>Celebration of Learning & Course Reflection/Evaluation</i>	☺	Final Observation Reports due May 9 <i>(Please remember to upload to Blackboard!)</i>

Case Study (Performance Based Assessment – PBA)
EDUC 543 Child Development

The case study is a rich portrait of the development of the child you observed during your weekly classroom observations. Through preparing an extensive written report on your observations, you will describe information on the child’s classroom, family, community and cultural context. In addition, you will highlight key developmental attributes observed in the child that shed light on how understanding child development influences teachers’ instruction and students’ learning. Finally, you will discuss how your observations inform your future pedagogy and practice as a teacher.

The purpose of this assignment is to help you learn how to observe children in the classroom, collect data systematically, and prepare to be a developmentally-appropriate educator. In the future, these skills will enable you to plan developmentally and culturally appropriate lessons as well as assess students’ academic outcomes based on the ecological factors that influence their learning processes. The case study must utilize APA 6th edition writing format.

To begin:

1. Pick and observe a child from a different cultural background than your own.
2. Observe the classroom environment, school community, child’s development (physical, cognitive, and affective) and additional ecological factors throughout the term.
3. Find peer-reviewed research articles and review class readings that address the material you plan to discuss in your case study. **(If you are not sure about whether a research journal is peer-reviewed consult with Anne Driscoll or me.)** Take notes as you read.
4. Write your case study. Include the following as headings (or chapters) so that you and your reader (e.g., the instructor) know exactly where you are headed and whether you have addressed all of the content requirements.

Suggestion for Case Study Structure

[The Introduction, Part One and Part Two sections are analyses of your observations and thus should be written in an analytic voice. Thus, you should use a third person to reference your thoughts in these sections.]

Introduction (this is where you introduce your case study, explain how the particular participant was chosen, and give your reader an advanced outline regarding what will be discussed in the paper)

Part One (The Background)

- Describe the child generally by summarizing the child's socio-cultural context (i.e., community, family, school, classroom, and demographics)
- Highlight how ecological influences relate to the child's physical, cognitive and affective development.
- Review how your own culture might have influenced your interpretations of classroom observations [You can use first person here.] (*So what might have been the limitations in your analyses/conclusions? How did your former educational experiences and personal biases influence your interpretations of the observations? How did your socio-cultural perspectives influence your conclusions of the child?*)
- Explain how influences on child development have implications for the child's learning generally.
- Transition into Part Two.

Part Two (The Child's Development)

- Introduce your discussion of the child's development in: (a) physical, (b) cognitive and (c) affective (social, emotional and moral) domains. (*You might want to consider a header/section for each domain.*)
- Provide a background of each developmental domain (i.e., physical, cognitive or affective) (Include research to explain the developmental theories and key concepts or terms used to observe this domain of development in the child. Remember to define all key terms.)
- Describe **two** key observations that represent how you observed this developmental domain in the classroom. (*Be explicit in your details so the reader can understand how your observations connect to each specific developmental domain.*)
- Explain how the course readings and supplemental research relate to the observations made. Then discuss how this connection is important for students' development or learning and/or the teaching practice generally. (*How do these observations of this particular developmental domain influence our understanding of this child's overall learning? How do these observations of this particular developmental domain influence our understanding of the teaching practice?*).

Part Three (The Implications for your Future Practice – the SO WHAT?) [*This section is a reflection of your future practice and thus you can use 'I' or first person voice.*]

- Reflect on how connections between child development research and classroom observations inform your future work as a teacher.
- Highlight two strategies that you will employ in your future classrooms to ensure that think developmentally within your instruction and ecologically within your classroom environment and pedagogy.
- Summarize how knowledge of child development and ecological influences on learning provide implications for your future practice as an elementary educator.

**EDUC 543 Performance Based Assessment
Observation Report Rubric**

Standards	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4	Score
<p>Candidate addresses the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12 by acknowledging how they apply to their field observations. (ACEI 1.0) (INTASC 1)</p>	<p>Candidate does not provide information on 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.</p>	<p>Candidate 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.</p>	<p>Candidate provides general information on 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.</p>	<p>Candidate provides exhaustive information on 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.</p>	
<p>Candidate uses child development theory and observation to create a comprehensive description of the child's physical development to construct learning opportunities that support individual students' development. (ACEI 1.0) (INTASC 1)</p>	<p>Candidate gives a brief description of the child's physical development with little or no reference to child development theory.</p>	<p>Candidate gives a general description and discussion of the child's physical development with some reference to child development theory.</p>	<p>Candidate gives a full description and discussion of the child's physical development with general reference to child development theory.</p>	<p>Candidate gives an exhaustive description and discussion of the child's physical development with detailed reference to child development theory.</p>	
<p>Candidate uses child development theory and observation to create a comprehensive description of the child's cognitive development to construct learning opportunities that</p>	<p>Candidate gives a brief description of the child's cognitive development with little or no reference to child development</p>	<p>Candidate gives a general description and discussion of the child's cognitive development with some reference to child</p>	<p>Candidate gives a full description and discussion of the child's cognitive development with general reference to child</p>	<p>Candidate gives an exhaustive description and discussion of the child's cognitive development with detailed reference to child development</p>	

<p>support individual students' development. (ACEI 1.0) (INTASC 1)</p>	<p>theory.</p>	<p>development theory.</p>	<p>development theory.</p>	<p>theory</p>	
<p>Candidate uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional) to construct learning opportunities that support individual students' development. (ACEI 1.0) (INTASC 1)</p>	<p>Candidate gives a brief description of the child's affective development with little or no reference to child development theory.</p>	<p>Candidate gives a general description and discussion of the child's affective development with some reference to child development theory.</p>	<p>Candidate gives a full description and discussion of the child's affective development with general reference to child development theory.</p>	<p>Candidate gives an exhaustive description and discussion of the child's affective development with detailed reference to child development theory</p>	
<p>Candidate identifies how children aged 4-12 differ in their development to apply that knowledge to implications for future practice. (ACEI 3.2) (INTASC 3)</p>	<p>Candidate does not show how and why children differ in their development.</p>	<p>Candidate provides limited evidence to demonstrate how and why children differ in their development.</p>	<p>Candidate states or implies general evidence for how and why children differ in their development.</p>	<p>Candidate clearly states exhaustive evidence in for how and why children differ in their development.</p>	
<p>Candidate highlights how children aged 4-12 differ in their approaches to learning to apply that knowledge to implications for future practice. (ACEI 3.2) (INTASC 3)</p>	<p>Candidate fails to show evidence on how a child's learning is influenced by experiences, talents, disabilities, language and culture.</p>	<p>Candidate provides inadequate evidence on how a child's learning is influenced by experiences, talents, disabilities, language and culture.</p>	<p>Candidates states or implies general evidence on how a child's learning is influenced by experiences, talents, disabilities, language and culture.</p>	<p>Candidate states specific evidence on how a child's learning is influenced by experiences, talents, disabilities, language and culture.</p>	
<p>Candidate documents the child's ecological background including: <ul style="list-style-type: none"> •Community •Family •Demographics (e.g., race/ethnicity, language, religion) *School to apply that knowledge to implications for</p>	<p>Candidate does not demonstrate knowledge of ecological influences on the observed student's development.</p>	<p>Candidate demonstrates limited detail and knowledge of ecological influences on the observed student's development.</p>	<p>Candidates demonstrates some detail and general knowledge of ecological influences on the observed student's development.</p>	<p>Candidate demonstrates clear, explicit detail and comprehensive knowledge of ecological influences on the observed student's development.</p>	

children's development and learning. (ACEI 3.2) (INTASC 1)					
Candidate explains how the child's socio-cultural context can affect development to inform their implications for practice. (ACEI 3.2) (INTASC 1)	Candidate does not discuss the socio-cultural implications for development.	Candidate provides a limited discussion of the socio-cultural implications for development.	Candidate provides a general discussion of the socio-cultural implications for development.	Candidate provides an extensive discussion of the socio-cultural implications for development.	
Candidate denotes how the child's socio-cultural context can affect learning to inform their implications for practice. (ACEI 3.2) (INTASC 1)	Candidate does not discuss the socio-cultural implications for student learning.	Candidate provides a limited discussion of the socio-cultural implications for student learning.	Candidate provides a general discussion of the socio-cultural implications for student learning.	Candidate provides an extensive discussion of the socio-cultural implications for student learning.	
Candidate compares and contrasts developmental differences across students of similar ages to reflect on their practice in light of research on teaching. (ACEI 5.1) (INTASC 3)	Candidate provides no reflection on the similarities and differences developmental, cultural and academic indicators comprehensively	Candidate provides limited reflection on the similarities and differences across developmental, cultural and academic indicators of the students discussed.	Candidate provides general reflection on the similarities and differences across developmental, cultural and academic indicators of the students discussed.	Candidate provides and in-depth reflection on the similarities and differences across developmental, cultural and academic indicators of the students discussed.	
Candidate addresses how developmental similarities and differences across students of similar ages to reflect on their work as future teachers. (ACEI 5.1) (INTASC 3)	Candidate provides no discussion to how candidates will address similarities and differences in their future classrooms.	Candidate provides limited discussion on how candidates will address these similarities and differences in their future classrooms.	Candidate provides a general discussion on how candidates will address these similarities and differences in their future classrooms.	Candidate provides an exhaustive discussion on how candidates will address these similarities and differences in their future classrooms.	
Organization Candidate adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.	Candidate's writing lacks organization overall.	Candidate's writing provides illogical organization that limits the readability of the report.	Candidate's writing provides logical organization but with points of readability concerns.	Candidate's writing provides highly organized report.	

<p>Written Mechanics</p> <p>Candidate demonstrates grammatical correctness and evidence of proofreading.</p>	<p>Candidate's report demonstrates careless editing with more than 6 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	<p>Candidate's report demonstrates some attempt at editing with fewer than 6 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	<p>Candidate's report demonstrates careful editing with fewer than 3 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	<p>Candidate's report demonstrates superior editing with no errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	
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Peer Review (2/2) _____

Total (50 points) _____