

## Effective Teaching: Understanding Students

<p><b>Program Course Information</b></p>	<p><b>PROGRAM:</b>  <b>EDUC 532 Section</b>  <b>COURSE TITLE:</b> Understanding Students  <b>INSTRUCTOR NAME AND CONTACT INFORMATION:</b></p> <p><b>Office hours:</b> by appointment  <b>DATE SYLLABUS REVISED:</b> November 3, 2007  <b>COURSE DESCRIPTION:</b> The course provides an overview of theory and research on child and adolescent development, emphasizing theoretical and conceptual paradigms and their practical application to understanding students in public schools. The areas of physical, cognitive, language and socio-emotional development are examined, along with various contexts (peer groups, schools, families, etc.) that affect young people's development. To consider development the course introduces methods of assessment, use of multiple measures, monitoring student performance, using assessment to inform and improve instruction.</p>
<p><b>UNC-CH School of Education Conceptual Framework</b></p>	<p><b>Preparing Leaders in Education</b></p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b></p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of</p>

those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### **SOE Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice.

	<p>These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> <li>1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> <li>2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</li> </ol>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Students gain conceptual understandings of child and adolescent development.</li> <li>2. Students apply understandings of development to interpret K-12 students' behavior and promote healthy development.</li> <li>3. Students review developmental progressions and ranges of individual variation within cognitive, social, emotional, physical, and moral domains.</li> <li>4. Students learn to use multiple forms of assessment to gain a comprehensive picture of children's abilities.</li> <li>5. Students demonstrate their ability to develop, use, and interpret a variety of assessment measures and assess student progress toward stated objectives.</li> <li>6. Students develop, implement, and evaluate classroom interventions.</li> <li>7. Students use assessment to inform instructional practice and differentiate instruction.</li> </ol>
<b>Course Standards</b>	<p><b>INTASC-1 STANDARD:</b> <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i></p> <p><b>INTASC-2 STANDARD:</b> <i>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</i></p> <p><b>INTASC-3 STANDARD:</b> <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i></p> <p><b>INTASC-4 STANDARD:</b> <i>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</i></p> <p><b>INTASC-5 STANDARD:</b> <i>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</i></p> <p><b>INTASC-7 STANDARD:</b> <i>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i></p> <p><b>INTASC-8 STANDARD:</b> <i>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</i></p> <p><b>INTASC-9 STANDARD:</b> <i>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</i></p> <p><b>UNC-SOE-P1 PRINCIPLE:</b> <i>Candidates possess the necessary content knowledge to support and enhance student development and learning.</i></p> <p><b>UNC-SOE-P2 PRINCIPLE:</b> <i>Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.</i></p> <p><b>UNC-SOE-P3 PRINCIPLE:</b> <i>Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</i></p> <p><b>UNC-SOE-D1 DISPOSITION:</b> <i>Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</i></p> <p><b>UNC-SOE-D2 DISPOSITION:</b> <i>Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</i></p>

	<p><b>NC-T.CDIV-2</b> Teachers understand how students' cognitive, physical, sociocultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p> <p><b>NC-T.CDIV-5</b> Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</p> <p><b>NC-T.CDIV-6</b> CORE DIVERSITY: Teachers of diverse students are reflective practitioners who are committed to educational equity.</p> <p><b>NC-T.CORE-C-1</b> Teachers know the content they teach.</p> <p><b>NC-T.CORE-C-2</b> Teachers know how to teach students.</p> <p><b>NC-T.CORE-C-5</b> Teachers are reflective about their practice.</p> <p><b>NC-T.CORE.-C-6</b> Teachers respect and care about students.</p> <p><b>NC-T.TECH-T-1</b> Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p><b>NC-T.TECH-T-4</b> Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p><b>NC-T.TECH-T-5</b> Teachers use technology to enhance their productivity and professional practice.</p>
<p><b>Activities &amp; Assignments</b></p>	<p><b>Complete assigned readings:</b> Readings should be completed by the dates noted in the course schedule. All readings are designed to help further your knowledge of developmental theory. You will need a firm understanding of this material in order to complete the course assignments. Guiding Questions are provided for each reading assignment. Use them to direct your focus as you read.</p> <p><b><u>Final evaluation will be based on:</u></b>  <b>Connection Comments/Reactions: 20%</b>  <b>Case Study Discussions: 20%</b>  <b>Case Analysis: 20%</b>  <b>Reflective Journal: 20%</b>  <b>Planning to Promote Development Lesson: 20%</b></p> <p><b>***Consult Blackboard for specific assignment guidelines***</b></p> <p><b><u>Connection Comments/Reactions:</u></b>  Each week you will write at least one comment for discussion that addresses issues raised by the Guiding Questions for that reading assignment, reflect your perception of how the readings can be applied to your discipline, express your reaction to the information covered in the readings, and/or raise questions you may have generated while reading. (**People with last names beginning with A – L will post Connection Comments on Sundays, and people with last names beginning with M – Z will post Connection Comments on Wednesdays.) Everyone will read all comments. Before each online meeting you will also react to your classmates' comments. (**People who posted Connection Comments must post at least one reaction, while everyone else posts a minimum of 2 reactions.) The specific guidelines for Connection Comments/Reactions are provided in the ASSIGNMENTS location of Blackboard. Your Comments and Reactions should be posted to the appropriate FORUM through the DISCUSSION BOARD in Blackboard by the time and dates specified in the Course Schedule. SOE-P-2, SOE-P-3, SOE-D-1, SOE-D-2, NC-C-2, NC-DIV-2, NC-DIV-5, NC-TECH-1</p> <p><b><u>Case Study Discussions:</u></b> Case studies allow us to reflect on developmental issues in actual classroom contexts. Each class member is expected to contribute to online discussions of each of three case studies. Everyone must post original comments and suggestions on each case. Each group member must <u>also</u> post reactions and responses to two classmates' comments. Specific guidelines for Case Study Discussions are provided in the ASSIGNMENTS location of Blackboard. SOE-P-2, SOE-P-3, SOE-D-1, SOE-D-2, NC-DIV-2, NC-DIV-5, NC-TECH-1</p> <p><b><u>Case Analysis:</u></b> Assessment and Intervention Plan – Case Study  The purpose of this assignment is to develop, implement, and monitor an individualized classroom intervention for a student in your class. This semester we will focus on academic interventions – behavior can be an issue, but the primary focus of this project should be</p>

academic.

1. Using the results of both formal and informal early assessments (including last year's EOG/EOC scores), you will choose a student to follow over the semester. You will choose either a low achieving student (i.e., Level I on EOG/EOC), a high achieving student (i.e., Level IV on EOG/EOC), or an EC student. If you choose an EC student, you must consult with the child's EC teacher or IEP Team first.
2. Once a child is identified, you will your school psychologist, your instructor, and other teachers in your department are also good source for consultation for this project. During this process, you will:
  - a. Define the problem (What is the problem and why is it happening?)
    - i. During this part of the process, refer to the *Problem ID and Analysis Handout* to develop an operational definition of the concern.
    - ii. Remember: You want to identify an area of concern that can be clearly and easily measured; the more specific the concern, the easier it will be to measure.
  - b. Develop a plan (What are we going to do? How are we going to assess weekly progress? What are realistic goals?)
  - c. Implement Plan (Carry out intervention)
  - d. Evaluate (Did our plan work?)
3. Before you begin implementing the intervention, you must turn in an *Assessment and Intervention Plan* (1-2 pages) to be approved by the instructor by 9/26/06. Your plan should include all the parts listed above, and purposes and goals.
4. After receiving approval from the instructor, you will implement the plan and graph the child's progress throughout the semester. Try to do this weekly for six weeks.
5. We will decide as a class whether the final product will be presented in a written or oral format, due Tuesday, December 12. The final product will include the following:
  - a. To protect student's identity, make sure all identifying information is left out (name, birthdate, address, ID numbers, parent's names, etc).
  - b. Brief educational history of student. See *Educational History Handout* for information to be included and format.
  - c. Child's strengths and your concerns for him/her.
  - d. Describe the problem-solving process you went through.
  - e. Your Assessment and Intervention Plan.
  - f. Example of assessment used.
  - g. Graph of weekly progress.
  - h. Interpretation of results
  - i. Evaluation of intervention effectiveness and implications.
  - j. Reflection on experience (e.g., Did everything go as planned? What challenges did you encounter? In what ways was the problem-solving process most/least helpful? What are the next steps? Did you learn anything you can use in the future?

SOE-P-1, SOE-P-2, SOE-P-3, SOE-D1, NC-C-2, NC-C-6, NC-DIV-2, NC-TECH-4, NC-TECH-5

**Reflective Journal:** Each day of class, you will have until 11 pm to respond to the reflective journal prompt given in the *Course Documents* section of Blackboard that corresponds to that day's reading and class discussion. These reflective journal entries should demonstrate your understanding, as well as your questions, of the topics raised throughout the course. Post your responses in the Digital Dropbox on Blackboard by the time and dates specified in the Course Schedule. SOE-D-2, NC-C-5, NC-TECH-1

**Planning to Promote Development Lesson:** This assignment is designed to allow you to apply what we have studied to create something that is personally and professionally interesting and useful. The goal will be for you to identify a specific aspect of social development relevant to the population of students with whom you are (or will be) working, reflect on the implications of that area of development for your own teaching, and design a lesson to help you address that developmental issue via your instructional practice. Specific guidelines are provided in the ASSIGNMENTS location of Blackboard. SOE-P-1, SOE-P-2, SOE-P-3, SOE-D-1, NC-C-1, NC-DIV-2

<p><b>Requirements:</b></p>	<p><b>Attendance Expectations</b>  “Attendance” in an online course means contributing insightful comments at each scheduled discussion forum. You are expected to meet all of the required postings by each due date.</p> <p><b>Participation and Professionalism</b>  Active participation is essential for and expected in online courses. The quality of your experience in this class is related to the quality of your participation in online class discussions and exercises.</p> <p>Quality participation is characterized by:</p> <ul style="list-style-type: none"> <li>• Active, enthusiastic participation in online class discussions and activities</li> <li>• Preparation and understanding of the assigned readings</li> <li>• Asking of thoughtful questions</li> <li>• Responding to other students’ comments in a responsible and constructive manner</li> <li>• Contributing regularly without dominating e-discussions</li> </ul> <p><b>Course Policies</b></p> <ul style="list-style-type: none"> <li>• You are responsible for knowing and adhering to due dates. Please do not request extensions or make-ups except under extraordinary circumstances. Incompletes are NOT given except in extraordinary circumstances.</li> <li>• All work turned in is expected to be of professional quality. This means that it must be free of typos, grammatical errors, and slang, and that written and oral presentation will be coherent and follow a logical progression. Work that is not of high quality will be returned to you and you will need to re-do the assignment in order to receive credit.</li> <li>• You are expected to abide by the UNC Honor Code. Plagiarism and cheating are not accepted and all suspected cases will be pursued.</li> <li>• If you have difficulty with the course or anticipate difficulty with the course due to a disability that you have registered with the University, unfamiliarity with English, or other special issues, please see me as soon as possible so that we can find a solution.</li> </ul> <table border="0" data-bbox="389 1197 1266 1533"> <thead> <tr> <th colspan="2"><u>Undergraduate Students</u></th> <th colspan="2"><u>Graduate Students</u></th> </tr> </thead> <tbody> <tr> <td>95-100</td> <td>A</td> <td>90-100</td> <td>H</td> </tr> <tr> <td>90-94</td> <td>A-</td> <td>80-89</td> <td>P</td> </tr> <tr> <td>85-89</td> <td>B</td> <td>70-79</td> <td>L</td> </tr> <tr> <td>80-84</td> <td>B-</td> <td>Below 69</td> <td>F</td> </tr> <tr> <td>75-79</td> <td>C</td> <td></td> <td></td> </tr> <tr> <td>70-74</td> <td>C-</td> <td></td> <td></td> </tr> <tr> <td>65-69</td> <td>D</td> <td></td> <td></td> </tr> <tr> <td>60-64</td> <td>D-</td> <td></td> <td></td> </tr> <tr> <td>Below 59</td> <td>F</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• A grade of HIGH PASS is reserved for students who <u>excel</u> at all assignments, who participate in all online discussions. Students who fail to participate in more than 1 online session are <u>not eligible</u> for a HIGH PASS.</li> <li>• A grade of LOW PASS will be assigned to students who fail to participate in more than 2 online sessions and/or whose work is consistently unsatisfactory.</li> </ul>	<u>Undergraduate Students</u>		<u>Graduate Students</u>		95-100	A	90-100	H	90-94	A-	80-89	P	85-89	B	70-79	L	80-84	B-	Below 69	F	75-79	C			70-74	C-			65-69	D			60-64	D-			Below 59	F		
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<p><b>References &amp; Resources:</b></p>	<p>Meece, J.L. &amp; Daniels, D.H. (2007). Child and Adolescent Development for Educators (3<sup>rd</sup> ed). New York: McGraw-Hill.</p> <p>Hallahan, D.P. and Kauffman, J.M. (1997). Cases for reflection and analysis for exceptional learners: Introduction to special education. 7<sup>th</sup> ed. Boston: Allyn and Bacon.</p>																																								

