

SED 374
HUMAN GROWTH AND LEARNING
SED 374 is a required course for Secondary Education Certification
COLLEGE OF EDUCATION
Department of Curriculum and Instruction

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Texts/Readings: Snowman J. and Biehler, R. (2006). *Psychology applied to teaching*, 11th ed. New York: Houghton Mifflin Company

Payne, Ruby (2005). *A framework for understanding poverty*. 4th ed. Highlands, TX: aha! Process, Inc.

Course Description:

This course examines growth and learning in secondary environs. Major theories of teaching-learning process are studied. Human development related to education is emphasized. Special attention is paid to the cultural milieu. This course is designed to make preservice teachers aware of the physical, mental, emotional, and social development of children from preconception through adolescence, including issues regarding diversity and educational challenges. Additionally, preservice teachers learn why these developmental issues are important to learning and instruction through classroom discussion and group work, field experience, small group interactions with children and finally, through self-exploration and reflection on their personal lives.

A minimum of ten hours will be spent in field experiences in a public school classroom. During field experiences, students will observe public school teachers and students for information related to coursework. For specific field experience requirements see assignment descriptions below.

STANDARDS MATRIX

OBJECTIVES/ LEARNING OUTCOMES	COURSE ASSIGNMENTS/ACTIVITES	PERFORMANCE ASSESSMENT	STATE STANDARDS/NCAT E STANDARDS
The candidate will be able to identify and describe the contextual factors that impact learning for <u>all</u> students. • TThe candidate will be	Students will observe children in field experience placement site and brainstorm the contextual factors. Students will develop timeline presentation	Field Experience Reflection Paper Class Discussion My Life Timeline Presentation	1.1 k., 1.2 k., 1.3 k., 1.5 k, 1.14k

<p>able to describe the physical, cognitive, socio-emotional, and moral developmental theories, including:</p> <ul style="list-style-type: none"> o Nature/nurture o BBrain development o PPIaget o EErikson o oKohlberg. <ul style="list-style-type: none"> • TThe candidate will be able to describe the importance of family involvement and environmental elements that impact learning, including: <ul style="list-style-type: none"> o PPoverty o CCulture o FFamily Structure o EEthnicity o SSexual Identity <p>Based on the previous mentioned contextual factors, the candidate will be able to describe appropriate instruction for <u>all</u> students.</p>	<p>including significant events in their development and schooling.</p> <p>Students will analyze Piaget’s theory of cognitive development and Erikson’s eight stages of psychosocial development. Then they will apply one of the theories to their lives in a paper.</p> <p>Students will do in-class assignments both individually and in groups based on textbook and current topics. For instance, they will debate moral issues that Kohlberg raised, i.e., Heinz’s story.</p> <p>Students will complete a positive contract to understand the difficulty of being positive on a consistent basis and examine how that affects others. Then, they will relate that to the classroom/gym and what we as teachers need to do to make a healthy environment in our class or gym.</p> <p>Students will examine how development in one domain (cognitive, psychosocial, biosocial) impacts development in other domains.</p> <p>Students will complete a developmental chart on ages and characteristics. They will also write a letter to a secondary student and receive a reply.</p> <p>Students will read and discuss information on characteristics and instructional needs of students living in poverty from the Ruby Payne book.</p> <p>Students will discuss selected Poverty chapters that include information on impact of poverty on student learning and the key role that education plays in helping families begin process of moving out of poverty.</p> <p>Students will bring a multicultural item that represents their culture and discuss ways to celebrate the various cultures in their classes through literature, displays, recognitions, etc.</p> <p>Students will read appropriate chapters from textbook.</p> <p>Teacher Work Sample- Process #1: Contextual Factors with Instructional Implications</p> <p>Brainstorm contextual factors and discuss AEIS reports.</p>	<p>Résumé to be used as aid to timeline presentation</p> <p>Test over theories</p> <p>Create reading roadmap of chapter two that includes the theorists and their theories</p> <p>Write a positive contract and keep it for 24 hours.</p> <p>Write a five-page, typed paper on their life and one of the theories of human development.</p> <p>Write a letter to a secondary student regarding student needs and interests, such as hobbies Students will have penpals.</p> <p>Complete developmental chart about ages and characteristics of children and youth</p> <p>View DVD on generational poverty Complete a Q/Q/C card on what they learned about how poverty effects generations.</p> <p>Complete activities in text using Poverty chapters</p> <p>Three tests over the chapters and in-class activities to examine knowledge of theories, contextual factors, and environmental elements.</p> <p>Contextual factors reflections based on</p>	
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		field experiences	
<p>The candidate will be able to identify educational challenges and describe their impact on student learning, including:</p> <ul style="list-style-type: none"> • ADHD • Students with Special Needs • Abuse • Peer Pressure • Gifted and Talented 	<p>Students will analyze educational challenges and environmental influences on student learning.</p> <p>Students will participate in activities and describe how it feels to have special needs. Example— unfair hearing test to show what it's like to have a severe hearing problem in class</p> <p>Students who view a video on child abuse and discuss vignettes. They will describe the differences between abuse and neglect.</p> <p>Students will view a DVD on learning disabilities and list ten strategies to use to help a student with a learning disability.</p> <p>Students will participate in an activity to show how to challenge a gifted student. They will explain how to add breadth, depth, and complexity to an assignment to make it challenging.</p> <p>Teacher Work Sample- Process #1: Contextual Factors with Instructional Implications</p>	<p>In-Class Assignments</p> <p>Supplemental Assignments</p> <p>Tests will include questions regarding children in poverty and students with special needs.</p> <p>List of 10 teaching strategies to help a student with a learning disability.</p> <p>Contextual factors reflection paper based on their field experiences.</p>	<p>2.1k, 2.2k. 2.23k, 2.4k</p>

TEACHER STANDARDS

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*. **In this course, we will focus on Standard I, specifically Competencies 1, 2, and 4.**

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I. Designing Instruction and Assessment to Promote Student Learning.

- **Competency 1:** The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- **Competency 2:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- **Competency 4:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

* Web address for state standards: <http://www.tea.state.tx.us>

* Web link to conceptual framework: <http://www.shsu.edu/~ncate/concept.html>

* Web link to TExES study guides: <http://texas.ets.org/>

Course Content:

Our goal is to make students aware of the following:

- Physical development (nature/nurture)
- Mental development (brain development, language acquisition)
- Emotional and social development
- Major developmental theories (historical and current)
- Diversity (SES, ethnicity, family structure, sexual identity)
- Educational challenges (ADHD, abuse, peer pressure)

We provide opportunities for students to:

- Observe and interact with children in school settings
- Observe children on videos/DVDs
- Interact with children one-on-one and in small group settings
- Engage in small group work to complete tasks
- Share their individual life experiences and reflections

Through these activities, students will:

- Gain factual knowledge such as terminology, classifications and methods
- Learn fundamental principals, generalizations, and theories
- Learn to apply course material to improve thinking, problem solving, and decision making
- Develop specific skills, competencies and points of view needed by professionals in the field
- Acquire skills in working with others as a member of a team

IDEA Objectives for this course:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions.

Course Requirements:

Teacher Work Sample: As you begin your certification courses, you will also be learning about the Teacher Work Sample (TWS). Basically, the TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. The TWS is designed to help you learn to think about planning and implementing instruction like an effective teacher. In SED 374, we will focus on one of those processes, **Contextual Factors**. For specific requirements, refer to assignment instructions distributed during the semester.

Field Experience: **Field experience will give you the opportunity to observe teachers and students in the public school and apply information covered in class to the classroom. There are specific assignments related to field experience. Successful completion of field experience and field experience assignments is required to receive credit for this course.**

My Life (Timeline) -

This project includes a **brief (5 minute)** presentation and a paper (My Life Theory Paper). For the presentation, you will create and present a timeline (visual) of **developmental milestones** and **significant events** in your life **that influenced you** as a student and/or your decision to become a teacher (consider perhaps the happiest, saddest, embarrassing moment, favorite teacher, positive/negative influences in your life. What experiences in your life shaped who you are today?). For the paper, you will summarize a developmental theory and relate it to your life or lifeline. More information will be provided in class.

Field Experience Reflection

All SED 374 students **must complete 10 hours** of observation in order to receive credit for this course. After these observations, you are required to type a brief reflective essay (field experience reflection paper) answering some specific questions about your experiences as well as enter information with the Office of Field Experience. All field experience documentations should be submitted to your instructor.

AEIS Printout

You need to print out the most recent AEIS report from the school(s) where you complete your 10 hours of field experience. (See Office of Field Experience website on how to do this). In class, we will discuss how to read and use the information in the AEIS report. From this discussion, you will write a paper for that examines the contextual factors of your school. This will be part of your portfolio.

PPR Programmatic Portfolio

As an education student, one of the programmatic requirements is that you compile a portfolio. Each class you take in education will require you to add to this programmatic portfolio. For this class you will need to create a portfolio with the following items as well as artifacts and justifications for Competencies 1, 2, and 4. Please note that for every artifact in your PPR Programmatic Portfolio, you will need a justification.

This justification about each artifact in your portfolio should be about five sentences in length and should relate directly to the competencies the artifact reflects. You should include specific vocabulary from the competency when possible. The statement should also answer these questions about the artifact:

- When did you create this artifact?
- Who is it written for? (content, course, and grade level)
- Where have you used it or will you use it in the future?
- Why do you believe that your artifact will be effective when used in a classroom? Why is this important?

Example: Competency 005:
Artifact: Classroom Arrangement
Justification Statement:

I had the opportunity to create an ideal classroom arrangement during my methods semester. I decided to create this classroom using the content area and grade level that I most want to teach in hopes that the arrangement would create a positive, comfortable, learning environment that meets all my students' needs. I plan to teach 9th grade algebra and want to establish an inclusive, nurturing classroom that maximizes student learning. During the methods semester we had eight days of field experience at Willis High School. While I was in the school I was able to discuss my ideal classroom arrangement with my mentor teacher. We compared the set-up of his room with my planned classroom. My mentor teacher decided that my ideal classroom had several features that would help to organize his classroom. Together we re-arranged the classroom using several aspects of my classroom arrangement. After the new arrangement had been in place for several days we discussed the dynamics of the classroom. Both of us felt that the new arrangement created an atmosphere that encouraged more student-teacher interaction as well as increased student participation in the learning tasks. I believe that my classroom arrangement will be effective because it is based on sound educational practice and when used in a classroom, the students' achievement is increased because of the organized, productive setting.

More information will be provided during the semester. I recommend you begin saving artifacts on a desktop, a CD, a zip drive (The key word here is **SAVE.**) these and any additional items:

1. Title Page
2. Table of Contents
3. My Life Theory Paper with Portfolio Justification
4. Self-Evaluation (dispositions) Form/Teacher Disposition Summary Chart
5. Field Experience Reflection Paper (paper/electronic)
6. Field Experience Log (paper/electronic)
7. Field Experience AEIS (paper/electronic)

Note - Papers turned in must comply with the following:

- 1. Type all papers and complete spelling/grammar checks.**
- 2. Follow the recommended length.**
- 3. Add page numbers.**

Expectations:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Attendance Policy: The student enrolled in SED 374 is becoming a professional educator. Roll will be checked and excessive absences will necessitate that the student retake the course. If more than three hours are missed, the instructor **may subtract ten points from the final grade average for each class day**. In addition, the student is expected to contact the instructor concerning extra assignments. These assignments are due within two days after the missed class. Extra assignments may consist of reading journal articles or books, and/or viewing Web sites or video materials dealing with the topics missed. Furthermore, the student will be expected to demonstrate knowledge of the topic as evidenced through an oral and/or written report.

If the student misses more than two classes, the individual will receive a copy of the letter sent to the Chair of C & I indicating a concern over absences. After the fourth absence, a meeting will be held with the student, faculty, and chair to determine if the student needs to continue in the program.

Attendance (absences, tardies, early exits) will be documented each day. Students should discuss each absence with the instructor in advance. Excessive absences and/or tardies may adversely affect your final grade in this class.

If you are fifteen minutes late or leave fifteen minutes before class is dismissed, I will count that as an absence. A student who shows a pattern of coming in late or leaving early will be notified that continuation in this behavior will result in being counted absent and that procedures for being absent will be followed.

Assignments and Handouts: All assignments need to be turned in on the due date. There may be a 20% deduction each class period if an assignment is late. Do not e-mail me your assignments unless prior arrangements have been made.

Time Requirement: For each hour attempted, at least three hours outside class is expected. **This 3-credit hour course meets three hours each week.** This means that you should spend a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. It is expected that if you are enrolled in this course, you can meet the time requirements. **I expect that you read the material before you come to class.**

Professionalism: Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program. In this class, I will expect you to participate in classroom discussion and activities. If you feel you cannot appreciate the comments and questions of others in this class, respect the attendance and punctuality expectations, or handle the workload for this course this semester, you might consider registering during another semester.

Bibliography:

Berk, L. (2006). *Child Development, 7th edition*. Allyn & Bacon

Feldman, R. (2007). *Child Development, 4th edition*. New York: Prentice Hall.

Green, M. and Piel, J. (2002). *Theories of Human Development: A Comparative Approach*. Allyn & Bacon.

Meece, J. and Daniels, D. (2005). *Child and Adolescent Development for Educators, 2nd Edition* New York: McGraw-Hill Publishers.

Santrock, J. (2007). *Child Development: An introduction, 11th edition*. New York: McGraw-Hill Publishers.

Siegler, R. and Alibali, M. (2005). *Children's Thinking, 4th edition*. New York: Prentice Hall.