MIDWESTERN STATE UNIVERSITY

Gordon T. & Ellen West College of Education

Course Syllabus

COUN 2023 201 Human Development
Spring 2021

Contact Information

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Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

Office Hours

Monday: 9:00am-10:00am (virtually* only)
Tuesday: 8:15am-9:15am, 2:00pm-3:00pm
Thursday: 8:15am – 9:15am, 2:00pm-3:00pm (in person and virtually*)
Link Provided in D2L within "Read Me First" module

Course Description

A study of human development and how empirical data using accepted reputable research methodology extends and supports our understanding of how development impacts society and what it is to be "human" through the stages of development specifically in the areas of cognitive, social, moral, and emotional domains.

Textbook & Instructional Materials

Berk, L. E. (2021). *Infants, Children, and Adolescents* (9th ed.). Pearson Education Inc: Boston.
*With Revell access code (ISBN: 9780135493984)

Required Technology

All students must have Internet access and the following technology applications: Google docs, video recording capability, Word Processing software, and a microphone.

Refer to: [Student Handbook 2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Student Handbook 2019-20

WCoE Philosophy & Conceptual Framework Overview

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for "cause beyond self" are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors. The outcomes for graduates and undergraduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

• Learner Development - understand 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 design and implements developmentally appropriate and challenging learning experiences.
• Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
• Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
• Content Knowledge - understand 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.

- Application of Content - understand 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.
- Assessment - understand and use 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.
- Planning for Instruction - plan 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.
- Instructional Strategies - understand and use 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.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek 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.

Core Content, Objectives, and Core Skills

Objectives	Learning Activities
Students understand and think critically about the major theories of children's physical, cognitive, social, moral, and emotional development. Students will explain how developmental behavior impacts the individual and use empirical data to discuss the impacts that behavior has on the larger society.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
Students understand and think critically about genetic, prenatal, hereditary, and environmental influences and how these influences and differences prevalent in various global regions impact human development and learning. Students will develop an understanding of the social and personal responsibility of being aware of the impact of diverse influences on human development across the globe.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
Students recognize, understand, and think critically about the reciprocal influence of family and culture on human development.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities

Objectives	Learning Activities
Students understand and think critically about the contribution of heredity and environment (both geographic and culturally) to development and learning.	Course discussion questions, lecture and/or, guided reading, videos, portfolio, simulations, activities
Students develop an in-depth understanding of human growth and development and the changes that occur from infancy to young adulthood to better understand what makes us human.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
Students will practice reflective habits regarding human development and develop an understanding of one's own development and how that process impacts one's approach to children and adolescents.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
Students will develop an understanding of the development and maintenance of a healthy self-concept. Students will investigate developmental/environmental-related issues such as stress, risky behavior, gang violence, bullying, poverty, substance abuse, prenatal care, etc., and discuss the impacts on individuals, groups, and institutions.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities

These objectives align with National Association for the Education of Young Children (NAEYC) standards that can also be found on their web site at: NAEYC

Grading

Assignments	%
Portfolio Part I	10
Portfolio Part II	10
Portfolio Part III	10
Portfolio Part IV	10
Final Portfolio (Parts I-IV combined)	15
Activities (4 at 5% each)	20
Class Attendance and Participation	5
Quizzes (10 at 2% each)	20
Total Percent	100

Table 2: Total points for final grade.

Grade	Points 301
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Core Assessment

The Core Assessment will be conducted in a four-part portfolio project that directly aligns to the core course objectives and demonstrates a student's understanding of human development and its impact on the individual, society and culture. This assessment also requires students to apply empirical methods to think critically about how human development, behavior, and learning impact and are impacted by cultural differences to further their understanding of what makes us human. The final portfolio includes the following four components: (1.) A research-based brochure students create that will require them to think critically about factors impacting the pre-natal environment and how those are influenced by diverse environments in a global context. A component of this brochure also includes a call to action to highlight social responsibility for a resolution to the issue. (2.) A collaborative project and presentation that requires students to be engaged in the research process that will allow them to analyze and think critically about human development, specifically infancy and toddlerhood, as well as working collaboratively with a class peer in order to develop a presentation for the class. (3.) An observation to collect data that allows students to analyze adolescent behavior and link that to developmental characteristics and discuss how cultural differences impact development. Additionally, students will analyze interactions of adolescents among groups and discuss subsequent impacts. (4.) A final reflective piece that requires students to critically reflect on each component of the portfolio in order to synthesize and demonstrate an understanding of the social and personal responsibility to the issues in human development from diverse cultures and communities in the US and across the globe. The separate portfolio components will be used as formative assessments during the course and the combined submitted portfolio is summative in nature and will be assessed using elements of the AACU Critical Thinking, Global Learning, Written Communication, Quantitative Literacy, and Oral Communication rubrics. All written portfolio components must adhere to APA 7th edition guidelines.

Portfolio Part I: Protecting the Prenatal Environment Brochure

To demonstrate your understanding of influences on the prenatal environment and our personal and social responsibility for awareness and action, you will create a brochure highlighting an issue and provide strategies or solutions. Download and complete the chart entitled, "Protecting the Prenatal Environment" that is located in the Week 3 folder. Using your answers from the sheet consider the following questions: "What did you find most difficult to give up (or avoid)? Why? What was most surprising? Why?" Next, choose one that you found difficult to give up (or avoid) and find a research article from a reputable source exploring this issue in another country. Additionally, you must locate empirical,

numerical evidence on the impacts (local, national, or global) of this issue. Create a visually appealing brochure that highlights the challenges of protecting the prenatal environment in this particular area of the world and how that might compare and contrast with the pre-natal environment in a culture specific to the US. Be sure to include the supporting research data and numerical data of the impacts and provide research-based strategies/recommendations/solutions to address this challenge. Additional instructions, guidelines, and requirements are available on D2L/Brightspace in the Week 3 folder.

Portfolio Part II: Infancy and Toddlerhood Collaborative Research Project & Presentation

To deepen your understanding of human behavior and development, the influence that development has on institutions, other age groups, culture or our society as a whole, you will work with a partner to conduct research and create a presentation describing physical, cognitive, emotional, and social development in infancy and toddlerhood. Include information from the text, videos, simulations, and any supplied readings provided in D2L. You will submit an APA formatted paper, citing all sources, that is no more than 1,000 words as well as a cooperative video presentation that you will upload to Youtube for your classmates to view. You will copy the link on a word doc and turn it in to the dropbox. Be sure that you include the following information in your paper. Each of the bullets below can be used as a paragraph topic with the addition of an introduction and conclusion for a complete essay.

- Physical Development: Discuss gross and find motor skills during this stage of development. How might cultural influences impact development of motor skills? How might delayed motor development impact socialization?

- Cognitive Development: Use Piaget's theory to describe the cognitive differences between infants and toddlers. What specific behaviors support your supposition? How might cultural influences impact cognitive development and behavior? How might cognitive development impact further learning? How does cognitive development impact pedagogical and curricular decisions in schools?

- Emotional Development: Describe fear reactions and discuss when and why they appear in growth. How might cultural influences impact emotional development? How might individuals at this age communicate emotions? How might low or high EI impact an individual's interactions with others?

- Social Development: Discuss self-discovery in infancy and toddlerhood. How might cultural influences impact social development? How might individuals at this age interact and communicate with other individuals?

- In addition to your choice of one of the above developmental areas, also address the following: How has research furthering our understanding of child development impacted education, entertainment, retail, and or local, state or national government agencies? Consider Legislative and media impacts as well. Make sure to include statistical data to support the impacts you focus on. For example, you might use a consumer report citing the dollar amount retail allots to market to the parents of this age group to discuss impacts.

- For the second part of the assignment, choose one of the four areas above and create a 3-5 minute video presentation going into detail about that area of development during the

infancy and toddler period. In the presentation, discuss the most well-known theories about the area you chose from the text. When you record, you may use moviemaker, Screencast-o-Matic, VOKI, or any similar program, but upload it to YouTube and provide the link when you turn in the assignment. The images or voices of all group members must be present on the video.

Portfolio Part III: Adolescent Observation and Analysis

To gain an understanding of the social, emotional, cognitive, and physical development of the adolescent period and their impacts on other groups, you will be observing adolescents in a public place to collect data. You will then analyze aspects of their behavior that are indicative of the unique characteristics of this stage of human development. You will complete an observation protocol sheet and then compose a synthesis paragraph further exploring a behavior you observed and how that is connected with changes associated with this stage and its influences on the adolescent age group itself, institutions such as schools, and the larger culture of our society. The following are **possible** areas for exploration:

- How might adolescent moodiness contribute to the psychological distancing between parents and children that accompanies puberty? (Consider bidirectional influences in parent-child relationships.) How might cultural differences in child rearing impact development? How might this adolescent characteristic impact the school?

- How does adolescents' propensity for risky behavior impact society? School policy? Legislative actions?

- List various personal and contextual factors that promote identity development. Then, explain how ethnic identity development is achieved for ethnic minority adolescents.

- How might cultural differences in gender expectations during adolescence impact emotional, physical, social, and cognitive development? How has gender exploration impacted society?

- How has information furthering our understanding of adolescents and associated developmental characteristics impacted education, retail, media, and legislation?

Additional instructions, guidelines, protocol sheet, supplemental articles, videos, and requirements are available on D2L/Brightspace in the Week 14 folder.

Portfolio Part IV: Reflection

The reflective piece requires you to critically reflect on Parts I-III of the portfolio. You will synthesize the information you have gathered to demonstrate an understanding of human development and how it impacts individuals, society, and culture. You should address connections among the research-based developmental theories, experiences, and environments across the globe in order to demonstrate an understanding of our social and personal responsibility to grasp the differences in global environments—both the positive aspects as well as challenges your own and other cultures face. The following are possible areas for reflection:

- How has the knowledge of a particular stage(s) of development and behavior impacted

your understanding of what it is that makes us human?

- How has an understanding of behaviors associated with developmental stages allowed you to be more understanding, tolerant, or to take a particular action?

- How has the knowledge of the impacts of global influences on development impacted your behavior (think about the actions suggested in your brochure).

- How has research you conducted supported and furthered the knowledge you have about human behavior and development?

- Why might you feel that it is important to people to understand human development and the associated behaviors?

- How has research you conducted supported and furthered the knowledge you have about issues pertaining human behavior and development and why society needs to be aware of these issues?

- Considering the empirical data including quantitative information as well as qualitative data you use to support your opinions, how might this data be interpreted a different way or how might this data be influenced by other factors?

The reflection should be at least 500 words and must be submitted as a pdf and uploaded by the date due to D2L/Brightspace. Additional instructions, guidelines, and requirements are available on D2L/Brightspace in the Week 16 folder.

Additional Class Learning Activities

Simulations and Videos

The Pearson Revel texts supplies you with simulations, videos, and flashcards. These are listed in D2L and are available online through your textbook.

Activities

The class will feature four formal learning activities worth ten points each that will strengthen your understanding of the main stages of child development. Specifics of each activity will be discussed further in class; however, the completed works will need to be uploaded to D2L/ Brightspace on the given due date.

Quizzes

There are 10 chapter quizzes throughout the course. These are accessed through your online textbook. Quizzes are worth 100 points, but you can take them twice for 50% deduction. Note the course schedule for specific quiz due dates. *Quizzes cannot be accessed after the due date.*

Late Work

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be**

given.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Individuals entering the workplace are dependable, reliable, and responsible. Therefore, students are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability and are taken seriously. Students will be given attendance points for each class (8pts) for a total of 104 possible points to be added at the end of the course. Students arriving late or leaving early will not receive the full 8 pts for attendance.

Because this is a hybrid T/R class, attendance will be taken on your assigned face to face class day. On the other day, you will be expected to complete assigned activities or quizzes in addition to reading the textbook and viewing the power point slides. Cloth face coverings are required when attending class in person. Also, you will have assigned seats and must remain 6' apart from classmates when in our designated classroom. (If you cannot attend class because of COVID exposure or COVID type symptoms, you must inform the instructor before class. If you miss class or fail to submit an assignment on time because of COVID, you must submit a doctor's note to the instructor within one week of the first absence to receive attendance or assignment credit.) *Students who cannot attend class because of a university approved COVID exposure must join the class via the Zoom link.*

Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working

computer in this class. ***Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings as there are labs available on campus.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center, library, and Ferguson Hall. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. If you are dropping a course within the first four class days of a summer term or the first twelve days of Fall or Spring term, you are eligible for a refund of applicable tuition and fees for the course(s) dropped. For specific information and information regarding financial aid policies, contact the MSU business office.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable

accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

University Policies

Campus Carry Rules/Policies
Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Plagiarism
"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook 2019-20. All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog 2019-20

Course Calendar++

Week	Class Dates+	Topics/Activities/Assignments	Graded Assignment Due Dates
Week 1	1/12, 1/14	**Flipgrid Introduction** Access Online Textbook or purchase book **Syllabus Quiz**	1/14
Week 2	1/19, 1/21	History, Theory, and Research Strategies – Ch. 1 **Quiz #1**	1/21
Week 3	1/26, 1/28	Biological and Environmental – Ch. 2, Prenatal Development Ch. 3 **Portfolio Part I: Protecting the Prenatal Environment Brochure**	1/28
Week 4	2/2, 2/4	Birth and the Newborn Baby – Ch. 4 Physical Development in Infancy and Toddlerhood – Ch. 5 **Quiz #2** **Activity #1** – Interviewing Parents	2/4 2/4
Week 5	2/9, 2/11	Cognitive Development in Infancy and Toddlerhood – Ch. 6 **Quiz #3** **Sign Up using Googledoc link for Portfolio Part II**	2/11 2/11
Week 6	2/16, 2/18	Emotional and Social Development in Infancy and Toddlerhood – Ch. 7 **Begin Portfolio Part II: Infancy and Toddlerhood Collaborative Research Paper & Presentation (due in Week 11)**	
Week 7	2/23, 2/25	Physical Development in Early Childhood– Ch. 8 **Quiz #4** **Activity #2** – Identifying Children's Drawings	2/25 2/25
Week 8	3/4 meet together online	Cognitive Development in Early Childhood – Ch. 9 **Quiz #5**	3/4
Week 9	3/9, 3/11	Emotional and Social Development in Early Childhood – Ch. 10 **Quiz #6** **Activity #3**– Gender Constancy	3/11 3/11
Week 10	Class will not meet this week	Physical Development in Middle Childhood – Ch. 11 **Quiz #7**	3/23
Week 11	3/23, 3/25	**Portfolio Part II: Infancy and Toddlerhood Collaborative Research Paper & Presentation** Cognitive Development in Middle Childhood – Ch. 12 **Quiz #8**	3/23* 3/25
Week 12	3/30 all class meets	Emotional and Social Development in Middle Childhood – Ch. 13	

Week	Class Dates+	Topics/Activities/Assignments	Graded Assignment Due Dates
	online	**Quiz #9** **Activity #4 - Middle Childhood Project**	4/1 4/1
Week 13	4/6, 4/8	Physical Development in Adolescence – Ch. 14 Cognitive Development in Adolescence – Ch. 15 **Quiz #10**	4/8
Week 14	4/13, 4/15	Emotional and Social Development in Adolescence – Ch. 16 Emerging Adulthood- Ch. 17 **Portfolio Part III- Adolescent Observation and Analysis**	4/15
Week 15	4/20, 4/22	**Portfolio Part IV – Reflection**	4/22
Week 16	Class will not meet this week	**Final Portfolio Draft Due**	4/27*

*Assignments due on a day other than Thursday.

+Students will be assigned to attend the class in person on Tuesday or Thursday. On the other day, students should work to read the textbook and work on assignments.

++Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Teacher Education Program Requirements Overview

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate and graduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

• Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
• Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
• Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
• Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
• Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
• Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
• Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
• Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
• Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures,

materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be…I want you to…because you will…")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
• One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
• Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
• Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)

MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field.
The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.
Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management.* Longmont, CO: Sopris West

Wong, H., Wong, R. (2018). 2nd Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

Marzano, Robert J. (2017) The New Art and Science of Teaching. Bloomington, IN: ASCD.

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

4. Assessment Rubrics For the Final Portfolio

Human Development
Core Assessment – Portfolio Parts I-IV Assessment Rubric

GLOBAL LEARNING RUBRIC	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
QUANTITATIVE LITERACY RUBRIC	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Interpretation	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explain the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.

Application / Analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
WRITTEN COMMUNICATION RUBRIC	**Capstone 4**	**Milestone 3**	**Milestone 2**	**Benchmark 1**
Context of and purpose for writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Assessment Rubrics: COUN 2023 Human Development (TCCNS TECA 1354)

ORAL COMMUNICATION RUBRIC	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

Supporting material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
CRITICAL THINKING RUBRIC	**Capstone 4**	**Milestone 3**	**Milestones 2**	**Benchmark 1**
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.

Assessment Rubrics: COUN 2023 Human Development (TCCNS TECA 1354)

Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.