

The School of Education
Houston Baptist University

Course Syllabus
EDUC 2320 02. Learning and Development
Fall 2014

COURSE DESCRIPTION

This is a comprehensive study of child and adolescent development (cognitive, social, physical and emotional development) combined with examination and analysis of learning theory and other factors and principles that affect learning. Observation and experience in schools is included.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken by any HBU student. It must be completed with a grade of "C" or higher before beginning the HBU undergraduate teacher certification program. There are no prerequisites.

DATE AND TIME OF CLASS MEETINGS:

Mondays and Wednesdays: 8:00-9:15 on non-fieldtrip/fieldwork days
8:00-9:40 on fieldtrip or fieldwork days
Fridays: Online most Fridays. Exceptions noted in attached class agenda.

ROOM NUMBER: H 126

INSTRUCTOR INFORMATION

Name/Title: Dr. Linda Brupbacher
E-mail: Lbrupbacher@hbu.edu
Phone: 281-728-4713
Office Location: H 307
Office Hours: Mondays & Wednesdays. 7:15-7:45; 11-11:30
Additional times by appointment

LEARNING RESOURCES

Course Text:
Snowman, J., McCown, R., and Biehler, R. (2012). *Psychology applied to teaching, thirteenth edition*.
Wadsworth: Cengage Learning. ISBN 13-978-1-111-29811-1

TASKSTREAM registration card available at HBU Bookstore

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students explore the profession of teaching within the context of a rigorous academic and field-based experience.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service. To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the School of Education and Behavioral Science, this course will help students develop background knowledge about learning and human development that will serve as a foundation for future studies in education, experience teaching and learning first-hand in PK-12 schools and explore if their Christian mission and calling includes becoming professional teachers.

RELATION TO THE MISSION AND GOALS OF THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity. To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify, explain and apply concepts and stages involved in psycho-social, cognitive, & moral development including their implications for teaching, learning and parenting. (See Exam I Study Guide for list of specific concepts);
2. Identify, describe and apply research-validated physical, social, emotional and cognitive typical characteristics typical of children and adolescents at various ages/levels while realizing that variations to these norms are to be expected. (See Exam I Study Guide for list of specifics);
3. Explain various conceptualizations of intelligence and learning style and identify their implications for instruction and learning. (See Exam I Study Guide for list of specifics);
4. Explain, compare and apply learning theories (behavioral, information processing, social cognitive & constructivist), including their implications for teaching, learning and parenting. (See Exam II Study Guide for list of specifics);
5. Identify, describe, compare, and apply various viewpoints about motivation (behavioral, social cognitive, cognitive and humanistic) as well as the roles of self-perception and technology in motivating students.(See Exam II Study Guide for list of specifics);

6. Identify ways students are alike and different. (See Exam II and Final Exam Study Guides);
7. Analyze and evaluate various instructional approaches for meeting students' common basic needs and for responding to their differences and varying needs. (See Final Exam Study Guide for list of specifics);
8. Explain, analyze and evaluate ways teachers establish and maintain ideal classroom conditions: a positive, mutually respectful climate that is efficient and productive as it fosters equity and excellence. (See Final Exam Study Guide for list of specifics); and
9. Determine and explain if teaching is an appropriate profession for them as well as the age/level student that would be the best match for them.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

REQUIREMENTS RELATED TO TExES AND IDA STANDARDS

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities (PPR) and the Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific TExES competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sb.ec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

TExES Standards.

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

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

Competency 001: 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 002: 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 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotion environment that is safe and productive.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

E. Structured Language Teaching: Phonics and Word Recognition

2. Identify the principles of explicit & direct teaching: model, lead, give guided practice, & review.
3. State the rationale for multisensory and multimodal techniques.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. The Importance of Knowledge about Learning & Development for Teachers
2. Theories of Development
 - Psychosocial Development (Erikson)
 - Cognitive Development (Piaget & Vygotsky)
 - Moral Development (Kohlberg & Gilligan)
3. Age-Level Characteristics
 - Childhood: Preschool & Kindergarten (3-5 years); Primary Grades (6-8 years); Intermediate Grades (9-10 years)
 - Adolescents: Middle School (11-14 years); High School (14-17 years)
4. Learning Theories & Approaches to Instruction Based on Them
 - Behavioral Learning Theory
 - Information Processing Theory and Applications of Neuroscience Research
 - Social Cognitive Theory
 - Constructivist Learning Theory
 - Instruction and Learning
5. Creation of Positive Learning Environments
 - Motivation
 - Classroom Management
6. Student Differences and Variability
 - Intelligence and Learning Styles (including Multiple Intelligence theory)
 - Gender Differences (included in Age-Level Characteristics)
 - Cultural and Socioeconomic Diversity
 - Exceptionality
 - Responses to Student Diversity and Variability (Including Differentiation, ESL, Bilingual Education, RTI , and Special Education)

The content of this outline and the attached agenda are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)

3. Media presentations
4. Small group activities
5. Simulations
6. Online class sessions (not to exceed 25% of class/fieldtrip/fieldwork), online journaling and online diagnostic quizzes
7. Individual conferences as needed)
8. Field experiences:
 - a. Field trips to elementary, middle, and high schools as well as a private school
 - b. Fieldwork as an instructional aide in a PK-12 school (10 mornings: 15 hours)

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Exam I	1, 2, 3, 6	PPR: I. 001, 002	20%
Exam II	4, 5	PPR: I. 004 IDA: E 2, 3	20%
Comprehensive Final Exam	1 - 8	ALL PPR & IDA LISTED	20%
Field Experience with Related Paper	1 - 8	PPR: I. 001, 003, 004 II. 005 006 III. 007	20%
Additional Learning Activities ³			
• Reflections & quizzes about developmental theories	1	PPR: I. 001	20%
• Reading guides about typical characteristics at different age levels	2	PPR: I. 001, 002	
• Reflection about intelligence & learning style including learning style survey	3	PPR: 002; IDA E. 3	
• Online review test about development & student differences	1, 2, 3	PPR: 001, 002	
• Reading guides, reflections & quizzes about learning theories & related applications (including motivation)	4, 5, 6, 7	IDA: E. 2 & 3	
• Online review test about learning theory	4, 5, 6, 7	PPR: 004	
• Fieldtrips to elementary, middle, private & high schools	6, 7, 8, 9	PPR: I. 004	

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess the state and national standards including TExES competencies.

³ Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 20% of the final grade.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Attendance Policies . Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. Students missing more than 25% of the class will receive a failing grade. In this course, special attendance policies apply to fieldwork and fieldtrips. These are required learning assignments reflected in the course grade. If a fieldtrip is missed because of a documented excused absence (beyond the control of the student), an alternative assignment may be completed. Otherwise a zero will be recorded for the fieldtrip. Missed fieldwork days must be made-up outside of EDUC 2320 class hours. All of the required fieldwork hours must be completed for a student to receive a passing grade in the course.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will be accepted only during the next class session after the due date, and a 20 point penalty will be assessed . Only with a formally documented legitimate excuse (illness, death in the family, etc.) will late work be accepted later than that. **No assignments will be accepted after the last class meeting.**

Missed Tests. All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom during subsequent class sessions.

Students are required to read the University Classroom Policy addendum to this course syllabus.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Linda Brupbacher

Instructor's Signature

August 7, 2014

Date

TENTATIVE SCHEDULE

Note: This is a non-traditional schedule because this class requires 10 mornings of fieldwork and 4 fieldtrips. To accommodate this, the class is scheduled for a longer time period than the typical MWF class. The extended time in class on the days spent on the HBU campus, in online class, on the fieldtrips provides the class time required for a three credit hour class.

When at HBU, the class meets from 8:00-9:15 on Mondays and Wednesdays. The Friday sessions) are usually online. In the field and on fieldtrips, the time is 8:00-9:40 for the 8 o'clock class. [There will be one face-to-face Friday meeting. Field and fieldtrip days will include some Fridays.]

	TOPIC(S)	READINGS & ASSIGNMENTS DUE
August 25	Introduction/Overview.	
27	The Importance of Knowledge about Learning & Development <i>Discuss fieldwork & online Fridays</i>	Signed syllabus acknowledgement page Chapter 1
29	ONLINE CLASS 1: Development Principles & Sense of Self; Assignments Due by 11 am	
Sept. 1	LABOR DAY HOLIDAY	
3	<i>Sign up for fieldwork placement</i> Meet the People: CPPE Director & Dean's Administrative Assistant Cognitive Development: Piaget	Hard copy of online lesson 1 reflection Chapter 2 pp. 36-48 Completed reading guide & knowledge of meaning of word card terms Field placement preference
5	ONLINE CLASS 2: Psychosocial Development – Erikson (Ch. 2); Assignments Due by 11 am	
8	Cognitive Development: Vygotsky Meet the People: Dean of COEBS	Hard copy of online lesson 1 reflection Chapter 2 pp. 48-56 Email confirmation of online criminal history check
10	Moral Development Meet the People: Chair of C & I	Chapter 2 pp. 56-69 Paragraph about what Heinz should do & why
Sept. 11: LAST DAY TO DROP A CLASS WITHOUT A "W"		
12	ONLINE CLASS 3: Student Differences (Ch. 4); Assignments Due by 11 am	
15	Childhood: PK-K & Primary Grades Meet the People: Chair of Special Pop.	Chapter 3 pp. 73-87 Preschool & Elementary Reading Guide
17	Middle Grades & Adolescence Meet the People: Professor 1 st Semester in Program	The remainder of chapter 3 Adolescence Reading Guide
SEPT. 15: DEADLINE FOR APPLICATIONS TO BEGIN TEACHER ED PROGRAM IN SPRING		
19	ONLINE CLASS 4: Motivation & Perceptions of Self (Ch 11); Assignments Due by 11 am	
22	Review	Practice Test & Notes on Study Guide
24	EXAM I (Chapters 1- 4 & 11)	
26	ONLINE CLASS 5: Behavioral Learning Theory (Chapter 7); Assignments Due by 11 am	
29	Behavioral Learning Theory Discussion Information Processing Theory	
Oct. 1	Information Processing Theory cont.	Chapter 8

3	ONLINE CLASS 6: Social Cognitive Learning Theory, Chapter 9; Assignments Due by 11am	
6	Social Cognitive Discussion Constructivist Learning Theory	Constructivism Reading Guide. Chapter 10
*8	<i>Complete Constructivism Fieldwork Discussion</i>	Practice Test & Completed Review Sheet
10	ONLINE CLASS 7: Approaches to Instruction - Chapter 13; Assignments Due by 11 am	
14	FIELDWORK	
16	FIELDWORK	<i>Remind teacher of mentor training form</i>
18	FIELDWORK	
21	<i>Discuss Fieldwork, Paper & Review</i>	Log (with 3 days & top part completed) Mentor Training Affirmation form signed by teacher Online review test results
*23	EXAM II	
*25	FIELDWORK	
28	FIELDWORK	FIELDWORK JOURNAL 1 dues by noon
30	FIELDWORK	
NOV. 1: LAST DAY TO DROP W/FEITH A "W"		
*Nov. 1	FIELDWORK	
*4	FIELDWORK	FIELDWORK JOURNAL 2 dues by noon
*6	FIELDWORK	<i>Remind teacher of evaluation/take extra form</i>
*8	FIELDWORK	
NOV. 11 - PRIORITY REGISTRATION FOR JAN. FAST-TERM & SPRING 2014 BEGINS		
*11	FIELDWORK MAKEUP DAY	
*13	Fieldwork & Paper Discussion & Editing	INITIAL VERSION OF FIELDWORK PAPER
*15	Complete Fieldwork Paper (no formal class)	
*17	ED WHITE ELEMENTARY FIELDTRIP	FIELD WORK PAPER DUE Sign in at the office at 8 or 9:15
*19	MIDDLE SCHOOL FIELDTRIP Sharpstown International	Sign in office at 8 or 9:15
21	FBCA FIELDTRIP (observation 1 st at chosen level)	Sign in at the office of chosen level at 8 or 9:15 (7:40 if 8 o'clock class & high school)
*24	BELLAIRE HIGH SCHOOL FIELDTRIP	Sign in at the All-Purpose Room at 8 or 9:15
*26	Online RTI Module	Posted online by noon
28	THANKSGIVING HOLIDAY	
Dec. 1	Meeting Common & Diverse needs Differentiation LD Simulation RTI Discussion	
3	Review	
5	NO CLASS MEETING	
FINAL EXAM: TBA		

* Professional Dress Required; Bring driver's license & wear or HBU nametags
Changes to the tentative agenda may be made by the professor with timely student notification.

COURSE ACKNOWLEDGEMENTS: SYLLABUS & ACADEMIC INTEGRITY

Syllabus Statement

I have read the course syllabus and understand its contents including but not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education & Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc.);
- topics and learning strategies;
- assessment of learning: requirements & grading standards;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Academic Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing one's own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If answers are shared in any way, both students will receive a "0" for the activity and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure.

DO NOT:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source, the source must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution; (Always get a professor's approval before using a prior work or topic from a different class.)
- have someone write parts or all of your paper/project/work
- share your work with others;
- change references or make up reference and/or.
- falsify fieldwork documentation

*By signing this page, **I affirm** that I have read and understand the contents of this Course Acknowledgements: Syllabus & Academic Integrity Statement and that at any time during the course, I may request clarification, of its contents.*

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]s

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	<ol style="list-style-type: none"> Text Structure (organization) Vocabulary teaching strategies Identifying the word (root, prefix, suffix) Fluency (words per minute correct) basic teaching strategies Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations) 	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	<i>Field Prep</i>
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	<i>Exam I, Final, Field Paper</i>
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	<i>Final</i>
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	<i>Exam II, Final, Field Paper</i>
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	<i>Exam II, Final</i>
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	11. Classroom Management	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	<i>Field, Final</i>
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS <ol style="list-style-type: none"> learning strategies listening speaking reading writing B. G/T <ol style="list-style-type: none"> Learner characteristics and development Instructional strategies Socio-cultural influences Identifying GT C. Special Education <ol style="list-style-type: none"> Acronyms/Terms Modifications/ Accommodations Inclusion Parent Involvement Discipline 	<i>Final, Fieldtrips, Field Paper</i>
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers <ol style="list-style-type: none"> Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information Use technology to synthesize knowledge, create and modify solutions, and evaluate results Communicate in different formats. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students. 	Online course sessions
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies www.texas.ets.org	

EDUC 2320. Learning & Development: Field Experience Assignment

- **15 hrs of fieldwork: 1 ½ hrs. on each of 10 days –observing and working as an instructional aide in an assigned classroom**
- **A six to twelve (6-12) page paper describing the experience and your learnings from the experience**

BEFORE THE EXPERIENCE

1. Sign up for a placement in class.
2. Apply online for a criminal history check (for all schools except FBCA) and put a copy of the confirmation email in your folder DURING THE NEXT CLASS SESSION. (Directions are on Blackboard)
2. Email the teacher as soon as your placement is posted on Blackboard. In the subject line of the email, identify yourself by writing “Info from your HBU Fieldwork Student”. In the email include details about the day & time you are scheduled to begin. Ask if that is OK. Make a copy of the email for your folder
3. Before your initial visit,
 - Add your name and contact information on the back page of the teacher packet;
 - Complete the information at the top of the log sheet;
 - Add the placement information to your yellow information card in your folder.

THE FIRST TIME YOU GO TO FIELD

1. Deliver a yellow teacher packet to the teacher (with your contact information completed).
2. Explain that you will be coming to the school to help and to learn.
3. Find out:
 - Where to park
 - Where to sign in and out each day
 - Specifics about the dress code for faculty at that school (*You must abide by this dress code.*)
 - The teacher’s room number and how to find the room
 - How to contact the teacher if there is an emergency and you can’t attend on a scheduled day.

WHEN YOU GO TO THE SCHOOL EACH DAY

If there is a problem, talk with your professor as soon as is possible.

1. Dress professionally: *Follow the dress code for teachers at your field-experience site.* No denim, shorts, warm-ups, or Capri’s that do not cover your calves; no “tennis shoes” or flat sandals without backs; no exposed shoulders, midriffs or cleavage; no short skirts (more than 1 inch above the knees); no earrings for men; no body piercings other than ears.
2. Wear your HBU name tag and take your driver’s license. Sign in and out at the school office each day.
3. Be early.
4. Observe carefully. Learn about what students and teaching/learning are like at this level.
5. **The teacher will determine exactly what you are to do. You will be doing things like observing, tutoring, working with small groups, and assisting the teacher in other ways.**
6. *If you are not allowed to be in the classroom or are asked to act as a sub, notify your professor immediately.*
5. Be polite, cooperative and helpful. Help the teacher: Offer to help.
 - Follow through.
 - Finish what you start.
 - Do your best (even if the task seems minor).

7. Only miss because of unavoidable illnesses or emergencies. If you must miss, notify the school & your professor before your scheduled time. (If you leave a message at the school on the day you are to be there, ask the person you speak with to hand deliver the message to the teacher so he/she will know you are not coming -- before your scheduled time.) Enter that day in your log with the reason for your absence and the date when you'll make up the day. Have your teacher initial this. You'll add an extra log entry on the makeup day.
8. If the teacher is not there, you may work in the room with a substitute. Have the sub sign your log. If the sub does not want you in the room, go to the office and ask to observe in a different class for that day. If there is not a sub, go to the office and tell an administrator. Do not work with students if there is not a teacher or substitute present.
9. Maintain professional ethics
 - Maintain confidentiality. (Everything you learn about the children, the teachers & the school is strictly confidential.)
 - Don't gossip or share your personal problems with the teacher or other school employees.
 - Share only positive things about the teacher, school, and children with the rest of the world. (If there are any problems, talk with your professor.)
 - Don't text during your time in the classroom.
 - Don't include anything but positive information about the field in social media (e.g. Facebook)
 - Don't become a friend of a student on Facebook or any other social media forum. Don't text or phone students.
10. Each day before you leave the classroom,
 - Confirm your next visit (the day & time you will be there) and make sure that the day & time are still OK.
 - Fill out the field experience log and have your teacher sign it. Use phrases (not complete sentences) to describe what you do. The topic and instructional methodology of lessons observed and your interaction with students should be clear. Use the sample on the log as an example. [If you are unable to attend on a particular day, list that day, the reason you missed and when you will make up the day. Add an entry for the make-up day.]

ON DESIGNATED DAYS/WEEKS

1. During the first week,
 - learn the students' names
 - get the signed paper from your teacher that documents that s/he watched the mentor training presentation. Turn this in through your folder during the next on campus class meeting.
2. On Mondays, post a journal entry on Blackboard that describes what you did, felt and learn in a well-developed paragraph. This is a private forum: only you and your professor can read it.
3. At the first face-to-face class meeting after you begin field, bring to class
 - your signed log for a "log check". Be sure all information in the top portion of the log is completed (except for total hours and days). Be sure you have described what you did and observed with appropriate detail. [See the sample on the log sheet.]
 - the Mentor Training form signed by your teacher
4. During the next to last week, remind the teacher that you will need the two assessment forms the following week -- and supply replacement copies if they are needed.
5. During the last week, get the completed evaluation form from the teacher. Sign the form & ask the teacher to help you understand any less than positive assessments. This is the teacher's honest professional impression and can help you know how to improve.
6. On your last visit, leave a hand-written (carefully edited) thank you note for the teacher & for the principal. Include a copy of these in your final paper. Edit these carefully.

WRITE A PAPER REPORTING YOUR EXPERIENCE

I. Place your paper in a pocket folder.

a. In the left-hand pocket, place the following items (in this order)

1. The assessment rubric for the project (2 pages)
2. A copy of the completed log (with all information at the top of the form & all signatures included)
3. A copy of your performance assessment (completed & signed by you and by your teacher)A
4. A copy of your journals
5. A draft of your paper with the completed & signed draft analysis form on top -- & editing notes marked. The draft should include marks where you as well as your editor edited your paper. (The draft analysis form is included in this packet.)
6. A copy of each of the thank you notes you left: one for the teacher and one for the principal
7. Your assessment of the field experience
8. The fieldwork assessment form completed by your mentor teacher;
9. A packet of papers to be retained by your professor (stapled with each of following in this order).
 - The original of your log
 - The original of your performance assessment
 - The original of the mentor training affirmation form signed by your teacher

b. In the right-hand pocket, place the following items (in this order). Staple them together.

1. Title page [In any order, include the title of your paper, your name and picture, the course name and number, your assignment (school, grade, teacher), the professor's name, the semester . year, and time of your course]
2. A typed reflective summary of the experience that describes what you did, what you learned (about the students, about teaching and learning, about classroom management/discipline, and about yourself), if you want to work with this age group, and if want to work in a school setting -- and why. Requirements: 6-12 pages.
Double spaced.
12 point Times New Roman font.
1 inch margins.
APA format for references, citations, running head, headings/subheadings.
 - ✓ Begin with an introduction that identifies and describes your placement (the class and the school) and explains the purpose and organization of the paper (either directly or indirectly).
 - Direct: This paper describes what I did and what I learned during my field experience as well as my career plans.*
 - Indirect: During my field experience, I observed and participated in a number of activities. In the process, I learned about adolescents, learning, classroom management/discipline and myself. These insights have helped me realize that I want to be a teacher, but not at the high school level.*
 - ✓ All ideas should be related to this field experience.
 - ✓ Relate ideas in your Learnings sections to class content and textbook reading. As you do this, use APA format to cite your text as a reference. Throughout the paper, incorporate educational language/concepts included in class to help describe and analyze what you saw, did and learned.
 - ✓ Write without slang/abbreviations & with acronyms written out the first time used.
 - ✓ As indicated in the box on the next page, use 3 major section headings with four subsections in the Learnings section. Each section (and subsection) should be formatted according to APA format (as is done in the following box).

The paper may only be turned in during class by placing it in the student's folder. The paper should be turned in during class on the date due. If not, it may be turned in during the next class period with a twenty

FIELD EXPERIENCE LOG Semester/Yr _____

Total Days Completed _____ Total Hrs Completed _____ [10 days: 15 hrs. required]

STUDENT: Name _____ H Number _____ Semester/Year _____

PLACEMENT: Teacher's Full Name _____ School/ District _____ Grade/Subject _____

Principal's Full Name _____ Principal's Email _____

I verify that these days, times and descriptions are accurate. _____ **(Student Signature)**

If you must miss a day of fieldwork, enter that day in your log. Include the reason for the absence and when you will make-up the day. Have your teacher sign this. Enter an additional entry for the day when you make-up the absence.

DATE	HRS. AT SCHOOL	AMT. TIME	DESCRIPTION OF HBU STUDENT'S ACTIVITIES	TEACHER'S INITIALS
Example <u>10 - 20 - 14</u>	9:00-10:30	1 ½ hrs.	Took attendance. Observed math lesson on fractions. Tutored one boy on adding fractions. Played math game about fractions with three students.	<i>R. C.</i>

EDUC 2320 Learning and Development

HBU Student _____ School _____

Teacher _____ Grade/Subject _____

Semester/Year _____ Date _____ (When form was completed)

Using a five-point scale, please rate the student on the following characteristics. Mark NA for anything you have not had an opportunity to observe.

	<u>LOW</u>			<u>HIGH</u>		<u>NOT</u> <u>OBSERVED</u>
DEPENDABILITY						
1. Came when scheduled	1	2	3	4	5	NA
2. Was punctual	1	2	3	4	5	NA
COOPERATIVENESS						
1. Did assigned tasks	1	2	3	4	5	NA
2. Displayed a cooperative attitude	1	2	3	4	5	NA
PROFESSIONALISM						
1. Dressed appropriately	1	2	3	4	5	NA
2. Followed school rules and guidelines	1	2	3	4	5	NA
COMMUNICATION INTERPERSONAL SKILLS						
1. Displayed appropriate oral communication skills	1	2	3	4	5	NA
2. Displayed appropriate written communication skills	1	2	3	4	5	NA
3. Related in a positive way with students	1	2	3	4	5	NA
4. Related in a positive way with adults	1	2	3	4	5	NA
5. Accepted suggestions and feedback in a positive way	1	2	3	4	5	NA
7. Displayed patience	1	2	3	4	5	NA
8. Displayed a sense of humor	1	2	3	4	5	NA

COMMENTS: *(Use the back of this form if extra room is needed)*

Teacher's Signature _____ Student's Signature _____

EDUC 2320. Learning and Development

Name _____ School/District _____

Mentor Teacher _____ Grade/Subject _____ Hrs. Completed _____

Rank each of the following on a five point scale with 5 high and 1 low.

	<u>LOW</u>				<u>HIGH</u>
1. How much you learned through this experience	1	2	3	4	5
2. How much you think you will use what you learned	1	2	3	4	5
3. Your overall evaluation of the experience	1	2	3	4	5

Check each activity you were involved in during this experience.

- | | | |
|---|---|--|
| <input type="checkbox"/> Observing | <input type="checkbox"/> Grading | <input type="checkbox"/> Answering students' questions |
| <input type="checkbox"/> Individual tutoring | <input type="checkbox"/> Diagnosis/testing | <input type="checkbox"/> Working with centers/stations |
| <input type="checkbox"/> Small group tutoring | <input type="checkbox"/> Creating materials | <input type="checkbox"/> Observing parent conference |
| <input type="checkbox"/> Small group lesson | <input type="checkbox"/> Creating bulletin boards | <input type="checkbox"/> Talking with students about college |
| <input type="checkbox"/> Whole class lesson | <input type="checkbox"/> Creating learning activities | <input type="checkbox"/> Participating in professional development |
| <input type="checkbox"/> Reading to class | <input type="checkbox"/> Recording grades | <input type="checkbox"/> Other (please list) |

Briefly answer each of the following.

1. What were the benefits of this experience to you?
2. What were the "good parts" of the experience that you would suggest be continued?
3. What suggestions do you have for improving this experience?
4. Would you recommend this placement to others? Why or why not?
5. Please add any additional comments that you would like to make.

EDUC 2320. Learning and Development

Student's Name _____

Mentor Teacher _____ Grade/Subject _____

School/District _____

Rank each of the following on a five point scale with 5 high and 1 low.

	<u>LOW</u>				<u>HIGH</u>
1. The benefit of this field to the HBU student	1	2	3	4	5
2. The benefit of this field to you	1	2	3	4	5
3. The benefit of this field to your students	1	2	3	4	5

Check each activity the student was involved in during this experience.

- | | | |
|---|---|--|
| <input type="checkbox"/> Observing | <input type="checkbox"/> Grading | <input type="checkbox"/> Answering students' questions |
| <input type="checkbox"/> Individual tutoring | <input type="checkbox"/> Diagnosis/testing | <input type="checkbox"/> Working with centers/stations/labs |
| <input type="checkbox"/> Small group tutoring | <input type="checkbox"/> Creating materials | <input type="checkbox"/> Observing parent conference |
| <input type="checkbox"/> Small group lesson | <input type="checkbox"/> Creating bulletin boards | <input type="checkbox"/> Talking with students about college |
| <input type="checkbox"/> Whole class lesson | <input type="checkbox"/> Creating learning activities | <input type="checkbox"/> Participating in professional development |
| <input type="checkbox"/> Reading to class | <input type="checkbox"/> Recording grades | <input type="checkbox"/> Other (please list) |

Briefly answer each of the following.

1. What were the "good parts" of the experience that you would suggest be continued?

2. What suggestions do you have for improving this experience?

3. Please add any additional comments that you would like to make.

Name _____ Date _____ Total Points _____ (100 Possible)

Assignment: School _____ Teacher _____

EDUC 2320. Learning and Development

Assessment Rubric for Field Experience Project

RIGHT-HAND POCKET OF FOLDER *[The items on this side should be stapled together.]*

- ___ 1. **Title page.** 1 point penalty for each missing item: Your Name, Your Photo, Field Assignment (School, Grade, Teacher), Course, Semester, Year
- ___ 2. **Paper.** 40 points [See attached assessment rubric for paper.]

LEFT-HAND POCKET OF FOLDER *[The items on this side should not be stapled together.]*

- ___ 1. **Project Assessment Rubric** (both pages). (5 point penalty if missing; 2 point penalty if top portion not completed)
- ___ 2. **Field Experience Log.** All parts completed appropriately, including signatures & total number of hours. Documentation of 1 ½ hours per day for 10 days: total 15 hrs (40 points with 2 point penalty if total hrs. not indicated). *All hours must be completed in order to pass the course.*
- ___ 3. **Log Check.** (4 points) Both top portion and daily entries appropriately completed & signed (by teacher) -- Must be presented in class on assigned day to receive total credit.
- ___ 4. **Performance Assessment of HBU Student** (8 points)
No credit if teacher signature is missing. 2 point penalty if student signature is missing.
2 point penalties for ratings of 1 or 2. Bonus points for exceptional quality (all 5's &/or superlative comments)
- ___ 5. **Draft with Analysis/Editing Record Sheet** (8 points)
This must include the editor's initials on each item and a typed draft on which editing marks by both you and the editor are visible.
- ___ 6. **Journal** (4 points)
Written in multiple paragraphs. Partial credit will be awarded if designated topic is not addressed, it is posted late, it is not multiple paragraphs &/or it is not written in standard English,
- ___ 7. **Copy of Thank You Notes** (5 point penalty if missing)
- ___ 8. **Your Assessment of the Field Experience** (5 point penalty if not included)
- ___ 9. **Your Mentor's Assessment of the Field Experience** (5 point penalty if not included)
- ___ 10. **Documentation for Teacher Education Files**
This set of materials should be stapled together in this order.
No credit can be received for this field if this packet is not included.
___ **Original of your Field Experience Log**
___ **Original of your Performance Assessment**
-----**Original of the Signed Mentor Training Affirmation Form**
- ___ **Turned in on time.** *To be considered "on time" the paper must be turned in during class on the assigned date. Late papers will only be accepted with documentation of extenuating circumstances beyond the control of the student.]* **No paper will be accepted after the last class session**

Assessment Rubric for Field Experience Paper

TOTAL POINTS POSSIBLE: 40 TOTAL POINTS EARNED: _____

[27 points for meeting minimal standard with appropriate writing style.

Total points only awarded for exceptional quality—including connecting with class content & vocabulary.]

Introduction. [2 points + 1 bonus point]

- Catches interest (1 point bonus) Describes the purpose & organization of paper either directly or indirectly
 Describes placement: school & class

Description of Activities (yours - not the students') [8 points possible]

- Includes introductory statement providing summary/thesis/main idea for section (1 point)
 Describes 3 or more activities (3 points)
 Cites specific classroom examples/incidents (2 points)
 Points for exceptional quality- multiple paragraphs involving exceptional organization, detail & thoroughness (2 points)

Explanations of Learnings. [A total of 24 possible points]

Section	Required Contents	Points Possible	Points Earned
Introductory Paragraph for Section	Includes two or more sentences that introduce the section	1	
About Children/Adolescents	Begins with summary/thesis/main idea statement for section	1	
	<ul style="list-style-type: none"> • Describes general ideas as well as age appropriate physical, psychosocial, cognitive & moral development ideas • Observations (including specific classroom examples) described & related to text and information from lectures/discussions • Text references cited with appropriate APA citation style 	4	
	Exhibits exceptional quality : organization, thoroughness, insightfulness, etc <i>[Must be multiple paragraphs & include class content for this point to be awarded.]</i>	2	
About Teaching & Learning	Begins with summary/thesis/main idea statement for section	1	
	<ul style="list-style-type: none"> • Describes 3 or more ideas with specific classroom examples/incidents cited • Observations (including specific classroom examples) described & related to text and information from lectures/discussions • Text references cited with appropriate APA citation style 	4	
	Exhibits exceptional quality (organization, thoroughness, insightfulness, etc) <i>[Must be multiple paragraphs & include class content for this point to be awarded.]</i>	2	
About Classroom Management and Discipline	Begins with summary/thesis/main idea statement for section	1	
	<ul style="list-style-type: none"> • Describes 3 or more ideas with specific classroom examples/incidents cited • Observations (including specific classroom examples) described & related to text and information from lectures/discussions • Text references cited with appropriate APA citation style 	3	
	Exhibits exceptional quality (organization, thoroughness, insightfulness, etc) <i>[Must be multiple paragraphs & include class content for this point to be awarded.]</i>	2	
About Yourself	<ul style="list-style-type: none"> ▪ Includes summary/thesis/main idea statement for section ▪ Describes 3 or more ideas with specific examples/incidents cited 	1	
		2	

Conclusion: Do you want to work with children/adolescents? In a school setting? Why or why not?

If not, what do you want to do & why? 0=Not included 1=Included, but not explained 2=Clearly explained

Reference list & citations in APA format

Writing Style and Quality (Penalty points possible: 0-20)

- Neatness Organization: Argumentation; use of pockets & appropriately labeled sections
 Clarity Technical accuracy (spelling, punctuation, capitalization, grammar, usage, etc.)
 Running head (with page #) Paragraphing (appropriate length & development)
 Formal academic language

EDUC 2320. Learning & Development **FIELD PAPER DRAFT ANALYSIS FORM**
ATTACH A TYPED DRAFT OF THE PAPER WITH EDITING MARKS (by author & by editor) noted.

DIRECTIONS FOR THE EDITOR: *Check each of the following.
Initial each item after you have checked it. Circle anything that is missing or problematic.*

_____ **Left-hand pocket:**

_____ 1. **Title Page.** Make sure it includes the following. They may be included in any order.

Title	Student's name & picture
Name of class and class time	School assignment: school, grade/subject, teacher
Professor's name	Semester and year

_____ 2. **Introduction.** Make sure it includes
a. Description of placement (school, teacher and subject or grade)
b. Explanation of purpose of the paper

_____ 3. **Description of activities.** Make sure that there is
a. A centered section label: with first and key words capitalized
b. A summary/thesis/main idea statement at the beginning
c. Description of what the student did with inclusion of specific classroom examples

_____ 4. **Explanation of learnings.** Make sure it includes
a. Centered section label with key words capitalized
b. An introductory paragraph for the learnings section -- with more than 1 sentence
c. Four subheadings (at the margin with key words capitalized)
d. For each subheading,

- More than one paragraph.
- A summary/thesis/main idea statement.
- Specific classroom examples related to the ideas presented
- Information from text/lectures cited using APA format related to the ideas presented

_____ 5. **Conclusion.** Make sure that it clearly states whether or not the author wishes to work with children and/or adolescents, if s/he wants to work in a school setting and why. If s/he doesn't wish to teach, there should be an explanation of what s/he'd like to do instead.

_____ 6. **Running Head.** Make sure it on each page with title and a page number on each page

_____ 7. **Formality.** Make sure

- There are no abbreviations. Educational acronyms are allowed and must be explained the first time they are used. E.g.: 1st time: Texas Essential Knowledge and Skills (TEKS)
After that: TEKS
- No slang or informal usages are included (e.g. kids, cool, I will tell you about...)
- Numbers less than ten and at the first of sentences are written out in words

_____ 8. **Reference Page.** Make sure it uses APA format to reference the text

Using APA Style to Cite References in Your Fieldwork Paper

LISTING BOOKS IN THE REFERENCE LIST

Author, A. A. (Year). *Title of work*. Location: Publisher [Double space the reference list.]

Our text:

Snowman, J., McCown, R. & Biehler, R. (2012). *Psychology applied to teaching, thirteenth edition*. United States: Wadsworth, Cengage Learning.

CITING THE REFERENCES IN THE TEXT OF THE PAPER

- Cite a reference/source for every idea (including paraphrases, not just quotations) other than the description of your placement, your experiences and your ideas (clearly indicated as your ideas);
Your paper reports your field research. When communicating ideas about what you observed, make that clear directly or indirectly. Do this in the introduction as you explain that you will be reporting what you observed and what you did. Thus, when you describe things you saw, the reference will have already been included.
Sample: Three rules govern the students' behavior in Ms Mag's classroom: Be kind, be safe and be productive. (No additional reference is needed beyond the statement in the introduction about a primary data source being your fieldwork experience.)
- Paraphrase rather than quote wherever possible.
[Direct quotes usually weaken the paper.] See APA manual for how to cite direct quotes --requires page numbers.
- Cite the reference in the text of the paper and list the source in the Reference List
Sample: In body of your document, use one of these two methods to cite references:
Kounin (1970) found that effective managers exhibit withitness. OR
Early classroom management research indicated that effective managers exhibit withitness (Kounin, 1970).
- If a book has 2 authors, use both names in every reference in the text
Sample: Emmer and Evertson (2012) found that...
- If a book has more than 2 authors (like our textbook), use all names the first time and et al. in subsequent reference.
Sample: Snowman, McCown and Biehler (2012) state that ... [1st time it's referenced]
Snowman et al. (2012) state that...[Subsequent times it is referenced]
- When using a secondary source,
Author (as cited in ..., date)
E.G. Kounin (as cited in Snowman, McCown and Biehler, 2012) found that
[Using primary rather than secondary sources is generally advocated — although not required in this EDUC 2320 fieldwork paper.]

FOR ADDITIONAL INFORMATION ABOUT USING APA:

- **The APA Style Manual: Publication Manual of the American Psychological Association**
- **Purdue's Owl Online Writing Site: <http://owl.english.purdue.edu/owl/section/2/10/>**

EDUC 2320 Learning Activities

Name _____ Semester/Year _____

20% of the grade point average for this course will be determined by an average of the scores on each of these sets of learning activities.

Topic	Activity Description	Scoring Criteria	Score
ONLINE FRIDAY ASSIGNMENTS			
1. Development Principles & Sense of Self	Reflection using template	100 possible: point distribution on template	
2. Erikson	Reflection using template & online quiz	100 possible: 84 for template & 16 for quiz	
3. Student Differences: Intelligence & Learning Styles	Reflection using template	100 possible: point distribution on template	
4. Motivation & Perceptions of Self	Reflection using template	100 possible: point distribution on template	
5. Behavioral Learning Theory	Reflection using template	100 possible: point distribution on template	
6. Social Cognitive Learning Theory	Reflection using template	100 possible: point distribution on template	
7. Approaches to Instruction	Reflection using template	100 possible: point distribution on template	
RTI	Reflection questions	100 possible: point distribution on template	
OTHER ASSIGNMENTS			
[20 point penalty if turned in next class period. Work not accepted later than that without documented acceptable excuse.]			
Piaget	Reading Guide & Online Quiz	100 possible: 84 for guide & 16 for quiz	
Kohlberg	Paragraph about Heinz Dilemma	100: well developed paragraph explaining reasoning	
Preschool & Elementary Ages	Reading guide: details in each cell	100: 5 points for each cell	
Middle & High School Ages	Reading guide: details in each cell	100: 5 points for each cell	
Review for Exam 1	Blackboard Quiz	100 for on time completion	
Constructivism	Reading Guide	100 for on time completion	
Review for Exam 2	Blackboard Quiz	100 for on time completion	
Important ideas from CI Mgt Ch		100: 25 for each idea expressed in complete sentences	
FIELDTRIPS			
Elementary School	Fieldtrip to Ed White Elementary	100 for active participation*	
Middle School	Fieldtrip to Sharpstown International School	100 for active participation*	
Private School	Fieldtrip to Ft. Bend Christian Academy	100 for active participation*	
High School	Fieldtrip to Bellaire High School	100 for active participation*	
AVERAGE OF SCORES			

* Includes punctuality, professional dress, nametag & driver's license -- as well as active participation. If there is a documented excused absence, a paper may be substituted.