



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDEL 413.01 Developmentally Appropriate Teaching Practices

Fall Semester 2021

Teacher Education Department

Course Information

Instructor: Janice Filer, PhD	Email: janice.filer@csulb.edu
Office Hours Days/Times: Mondays 5:30 – 6:30 & by appointment	Office Hours Venue: https://csulb.zoom.us/j/9662012837
Class Days/Times: Mondays 7:00 – 8:50 Alternative Modes of Instruction using both synchronous and asynchronous learning.	Class Venue: https://csulb.zoom.us/j/83969695309

Catalog Course Description

Research-based theories and principles of development, learning, and motivation; developmentally appropriate teaching practices; subject specific pedagogy in health and physical education.

A minimum of 10 hours fieldwork in K-8 classrooms with a minimum 25% English Learners required. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

Student Learning Outcomes (SLO)

The following Student Learning Outcomes (SLOs) are aligned with the MSCP SLOs, which are based on the *California Standards for the Teaching Profession* (CSTPs), the *Teaching Performance Expectations* (TPEs, revised and adopted March, 2013); Common Core State Standards (revised March, 2013).

Upon successful completion of the course, students will:

SLO 1-Engaging & supporting all students in learning (CSTP 1; TPEs 4, 5, & 6)

- 1-1** Describe diverse family structures and child rearing practices.
- 1-2** Describe effects of family involvement on teaching, learning and academic achievement.
- 1-3** Identify resources and practices for all students including special needs and English language learners with attention to the following: (a) effective communication with all families; (b) traditional and

innovative strategies for parents, communities, and schools working together; (c) models for parent-school-community partnerships; and (d) appropriate use of peer coaching models.

SLO 2-Creating & maintaining effective environments for student learning (CSTP 2; TPEs 10 & 11)

2-1 Demonstrate knowledge necessary for using technology in the classroom including basic principles of operation of computer hardware and software, basic troubleshooting techniques and issues related to copyright, privacy, security, safety and Acceptable Use Policies.

2-2 Develop a personal approach to creating a respectful, effective learning environment based upon a review of a variety of approaches described in the professional literature (e.g., Glasser's control theory; Kounin's lesson management; Ginott's communication approach; Dreikurs's democratic teaching; Canter's Assertive Discipline; Gordon's Discipline as Self-Control, Nelsen's Positive Discipline, and Kohn's Beyond Discipline).

SLO 3-Understanding & organizing subject matter for student learning (CSTP 3; TPE 1)

3-1 Investigate the research-based theories and principles of human development and learning including differentiated instruction for students based on cognitive levels and physical ability.

3-2 Describe developmental characteristics of the whole child (e.g. physical, cognitive, linguistic, emotional, social, moral) within the following three school grade categories and relevant age groups: K-2 (5-8 years); 3-5 (9-11 years); and 6-8 (12 – 14 years).

3-3 Analyze how theories inform practices and policies in school settings and how these affect student conduct, attitudes and achievement.

SLO 4-Planning instruction & designing learning experiences for all students (CSTP 4; TPEs 7, 8, 9; Reading Standards for Literature K–5, Informational Text K–5, & Foundational Skills K–5; RICA Domain 1)

4-1 Demonstrate understanding of the concept of developmentally appropriate teaching practices.

4-2 Demonstrate an ability to design and implement developmentally appropriate teaching practices in health and physical education using state-approved standards and goals.

4-3 Apply CCSS standards-based lesson design components including Specially Designed Academic Instruction in English (SDAIE) for English language learners.

4-4 Apply differentiated instruction based on cognitive levels and physical abilities.

SLO 5-Assessing student learning (CSTP 5; TPEs 2 & 3)

5-1 Describe and analyze (a) school factors influencing students' learning and behavior; (b) basic psychological needs of students; (c) issues of power, control, order and caring; (d) positive teacher-student relationships; (e) positive peer relationships; (f) students' motivation to learn; (g) ways to minimize disruptive behavior and increase learning by effective classroom management and organization; and (h) crisis prevention and conflict management and resolution.

SLO 6-Developing as a professional educator (CSTP 6; TPEs 12 & 13; RICA Domain 1)

6-1 Demonstrate knowledge of (a) major laws, concepts and principles related to student health and safety; (b) impact of student health on academic achievement; (c) effective strategies for encouraging healthy nutrition of children and youth; (d) physiological and sociological effects of alcohol, drugs, and tobacco; and (e) referral and support services for healthy families and children.

Outline of Subject Matter

1) Research-Based Theories and Principles of Human Development and Learning (SLOs 1 & 3)

- a) Prevailing contemporary theories of development and learning
 - i) Theories of learning
 - ii) Theories of motivation
 - b) Educating the whole child (e.g. intellectual, moral/ethical, social/emotional, physical, personal)
 - i) Developmental characteristics of the following age groups: K-2 (5-8 years); 3-5 (9-11 years); 6-8 (12-14 years)
 - c) How theories inform practices and policies in school settings and the effect of student conduct, attitudes and achievements
 - d) Developmentally appropriate practices
 - i) Concept defined
 - ii) Analysis of developmentally appropriate and inappropriate practices
- 2) Subject-specific Pedagogy in Health and Physical Education (SLO 4)
- a) California curriculum frameworks for Health and Physical Education
 - i) Goals of the physical education program
 - ii) Goals of the health education program
 - b) Developmentally appropriate instruction in health and physical education in grades K-2, 3-5, and 6-8
 - c) State-adopted instructional materials
 - d) Resources for lesson planning
- 3) Creating a Supportive, Healthy Environment for Student Learning (SLO #2 & 5)
- a) The Child, the Family, and the School
 - i) Diverse family structures and child rearing practices
 - ii) Effects of family involvement on teaching, learning and academic achievement
 - iii) Effective communication with all families
 - iv) Support and resource roles of families
 - v) Traditional and innovative strategies for parents, communities, and schools working together
 - vi) Models for parent-school-community partnerships
 - b) Student Health and Safety
 - i) Major laws, concepts and principals related to student health and safety
 - ii) Health status of children and youth
 - iii) Impact of student health on academic achievement
 - iv) Common chronic and communicable diseases of children and adolescents
 - v) Effective strategies for encouraging healthy nutrition of children and youth
 - vi) Physiological and sociological effects of alcohol, narcotics, drugs and tobacco
 - c) Referral and Support Services for Healthy Families and Children
 - i) Identification of children suffering from physical, psychological, emotional or social health problems
 - ii) Community-based service agencies
 - d) Respectful, Effective Learning Environments
 - i) School factors influencing students' learning and behavior
 - ii) Students' personal needs
 - iii) Issues of power, control, order and caring
 - iv) Establishing positive teacher-student relationships
 - v) Creating positive peer relationships
 - vi) Enhancing students' motivation to learn
 - vii) Minimizing disruptive behavior and increasing learning by effective classroom organization and management

- viii) Crisis prevention and conflict management and resolution
 - ix) Individual, classroom, and school-wide student management programs
 - x) Basic principles of operation of computer hardware and software
 - xi) Basic troubleshooting techniques for computer systems and related peripheral devices
 - xii) Issues including copyright, privacy, security, safety and Acceptable Use Policies
- 4) Field Experiences (SLO 6)
- a) Analysis of school settings in terms of research-based theories of growth and learning
 - b) Identification of developmentally appropriate and inappropriate practices
 - c) Students will observe and analyze the following in a school setting: lessons in health and physical education, forms of parent involvement and communication, student management programs in classrooms and schoolwide.
 - d) Students will select one grade level in one of the three categories (K-2, 3-5, 6-8). Assess five children in the same grade level in terms of the Physical Fitness Test. Record your information and analyze the information in terms of the developmental characteristics of physical development for that age group. Note individual differences in development. Using the frameworks and standards and the assessment data, design and implement a developmentally appropriate lesson for the small group of five children. Submit a reflective essay along with your lesson plan and establish goals for your own professional growth in terms of teaching effectiveness and subject matter and knowledge.
 - e) Students will develop and implement a developmentally appropriate lesson plan that relates to the goals of health education as stated in the Health Framework. Students will utilize their knowledge developed through course readings, class discussions, and observations of health education programs in their field experience, suggestions for other class peers and their cooperating teachers, and other professional sources of information in the development and preparation of the lesson design.
 - f) Students will interview one of more teachers at a school site about the following (a) community-based agencies for referral and support to encourage healthy children and families; (b) classroom management approaches including procedures for routine tasks and managing transitions (including technology integration); (c) personal experiences related to inappropriate or violent student behavior and what steps were taken to help the student; (f) drug and tobacco prevention programs employed at the school.

Required Texts/Course Materials:

Jones, V. & Jones, L. (2016). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (11th edition). New York, NY: Pearson.

Telljohann, S., Symons, C., Pateman, B., & Seabert, D. (2020). *Health Education: Elementary and Middle School Applications* (9th edition). New York, NY: McGraw-Hill.

California Department of Education. (2009). *Health education content standards for California public schools*. Sacramento: Author.
<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

California Department of Education. (2003). *Health framework for California public schools*. Sacramento: Author. ****This version is no longer current. The State is in the process of revising the health framework.**

California Department of Education. (2009). *Physical education standards and framework for California public schools*. Sacramento: Author.

<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
<https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf>

About This Course/Teaching Philosophy/What to Expect

Welcome to this course in Developmentally Appropriate Teaching Practices. We will study development, learning, motivation, lesson planning (specifically health and physical education), classroom management, and the importance of socio-emotional learning. In this course, you will be expected to participate in class discussions, break out rooms, chats and other means of communication. Your assignments are expected to be submitted on the due date and attendance is part of your grade. The students enrolled in this course including myself should create an environment of learning with the respect for others and the appreciation of a caring, supported, and learning community.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Week	Topics, Readings and Assignments	Due Dates/Deadlines
1 8/23	Course Introduction, Overview, Intro Ch 1 Classroom management	
2 8/30	Ch 1 Classroom management Ch 1 Health Education	
3 9/6	Holiday (no classes)	
4 9/13	Ch.2 Psychological Needs Ch. 5 Working with Parents	
5 9/20	Standards Review & Social Emotional Learning	IRIS Assignment Due
6 9/27	Ch 2 Heath Ch 3 Health Standards	
7 10/4	Asynchronous assignment	Asynchronous Discussion Due
8 10/11	Ch 7 Physical Activity (Breakout rooms Standards Activity)	
9 10/18	Ch. 3 Positive Teacher Student Relationships Ch 4 Positive Peer Relationships Breakout Rooms Group Lesson Planning	
10 10/25	Ch 4 Building and managing the Safe and Positive Learning Environment Breakout Rooms Group Health Lesson Planning	
11 11/1	Chapter 6 Behavior Standards Group Health Lesson Plans Presentation	Mental Health and Healthy Eating Plans Due
12 11/8	Ch. 7 Motivation Group Lesson Plans Presentation	Safety and Personal Health and Wellness Plans Due
13 11/15	Ch. 8 Behavior Group Lesson Plans Presentation	Tobacco and Alcohol and Drugs Prevention Plans Due
14 11/22	Fall Break (no classes)	
15 11/29	Ch. 9 Problem Solving Ch. 10 Behavior Plans	Individual Physical Education Lesson Plans Due
16 12/6	Ch 13 Sexual Health	10 hours of Fieldwork Due
Finals Week 12/13	Asynchronous completion of the Final Exam	Final Exam Due

Course Evaluation Components and Grading

Evaluation Components

IRIS Module

Students complete one interactive IRIS module, *Collaborating with Families* (Collaboration), <https://iris.peabody.vanderbilt.edu/module/fam/>. After completing the module, take a screen shot. Students then write a one-page reflection explaining what you learned and/or felt about the content. Students should compare what they learned and the information from the textbook. The paper must be typed in 12-point, Times New Roman font, and double-spaced. You will post the screen shots and the reflections to the Dropbox. The assignment is worth **10 points. Due 9/20/21**

Discussion Board

Your initial response should include a minimum of 250 words to include references from readings. You must respond to two other students' posts by the due date. Initial post is 10 points and the two responses are worth 5 points. **15 points Discussion due 10/4/2021**

Health Education Group Lesson Plan Presentation

Using the Health Education Content Standards students will design and share a developmentally appropriate health lesson plan. Students select one grade level for the lesson. The group will also present a summary of the corresponding chapter from Health Education: Elementary and Middle School Applications. A more detailed description of the assignment requirements will be located on BeachBoard. The assignment is worth **15 points**. **Due according to your presentation date (11/1, 11/8, 11/15)**

Individual Physical Education Plan

Using the Physical Education Content Standards students will design a developmentally appropriate physical education lesson plan. Students select one grade level for the lesson. A more detailed description of the assignment requirements will be located on BeachBoard. The assignment is worth **15 points**.

Due 11/29/20 (may submit before the due date)

EDEL 413: Fieldwork Assignment – Alternate Assignment Due 12/6/21

The purpose of the fieldwork in this class is to provide you with an opportunity to analyze research-based theories of growth and learning in a school setting of one grade level (K-8) and identify developmentally appropriate and inappropriate teaching practices. You will watch PE and Health lessons and write a reflection. If you prefer, **You may also submit this assignment any time before the due date.**

Please note that: *If a minimum of 10 hours of fieldwork is NOT completed for this course, you will receive a ZERO for this assignment.* **15 points**

1. Watch any 4 videos from https://www.pecentral.org/mediacenter/PELessonsFull.html . 2. Write a 1-2 page reflection that includes the following components: (a) The links of the videos you watched (b) List at least 2 PE standards for <i>each</i> video (c) Briefly summarize each lesson you observed (1 paragraph for each video)	4 hours
1. Review the California Health Standards: https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf . 2. Watch any 5 videos from https://ed.ted.com/lessons?category=health and/or https://ed.ted.com/lessons?category=nutrition . 3. Write a 1-2 page reflection that includes the following components: (a) The links of the videos you watched (b) List at least 2 Health standards for <i>each</i> video (c) Briefly summarize each lesson you observed (1 paragraph for each video)	5 hours
1. Upload or copy/paste your reflection from Assignment #4. **This can only be completed after you have completed Assignment #4: "Observation of a Health Lesson".	1 hour
Total Hours:	10 hours

Final Exam

The final exam consists of short essay questions about the readings at the end of the semester. Your response should contain at least a minimum of 300 words. It is due the day of the **final exam. Due 12/13/21 20 points**

Lesson Plan Format

Objective – What will your students be able to do? Begin with the words, “Students will…” **2 pt.**

California Standard & grade level– Insert the standards **2pt.**

Anticipatory Set/Activate Prior Knowledge – What questions will you ask to learn about what your students already know about the topic? **1pt.**

Input, Materials for the Lesson, Instruction – materials, strategy, order of the lesson, **2 pt.**

Modeling- examples to model expectations **2pt.**

Check for Understanding using active participation **2pt.**

Guided Practice Students practice together while being scaffolded and guided by the teacher. **1pt.**

Independent Practice – Students have an opportunity to practice the new skills or use new information on their own including assessment (checklist, quiz, observations, etc.) Begin with the words, “Students will…” **2 pt.**

Closure- summarize or review check **1 pt.**

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight

Evaluation Component	Points	Weight
IRIS Module	10	10%
Discussion Board	15	15%
Group Health Lesson Plan	15	15%
Individual Physical Education Lesson Plan	15	15%
Fieldwork	15	15%
Attendance/Participation	10	10%
Final Exam	20	20%
Total	100	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

All assignments are to be typed in Times New Roman; 12-point font, double spaced, and uploaded to BeachBoard. Late assignments, turned in after the due date stated in the syllabus, will be assessed a 10% grade point penalty. **No assignments will be accepted more than one week after the initial due date.**

You are expected to check BeachBoard weekly.

Please refer to and get familiar with the attendance policy below:

CSULB Attendance Policy –

<https://www.csulb.edu/academic-senate/policy-statement-17-17-attendance-policy-supersedes-01-01>

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

(<http://www.cla.csulb.edu/natb/>) and has been approved by the campus advocate and the Title IX Office.]

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming. Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.