

California Lutheran University

Liberal Studies

Strong knowledge of subject matter, deep understanding of how children learn and grow in social contexts, and how to effectively use teaching methods to teach in schools in neighborhoods near and far.

LIBA 402 Theories of Teaching, learning, and Development

For the Bachelor's Degree for Professionals Program

Spring, 2016, February 29-May 12

Monday, 6:00 to 9:30

SBET 217

3 Semester Credits

Instructor: Michael McCambridge, Ed.D.

Office: SBET - Office #217

Phone: (805) 493-3093

Email: mac@callutheran.edu

Office hours: by appointment

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the School of Education seeks to develop **reflective, principled** educators who **strive** to:

- **Serve** as mentors and models for moral and ethical leadership
- **Think** critically to connect theory with practice
- **Respect** all individuals
- **Include** and respond to the needs of all learners
- **Value** diversity
- **Empower** individuals to participate in educational growth and change.

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Class format

This is a face-to-face capstone course for Liberal Studies/Educational Studies. There is a minimum of 15 hours of field study.

Drop dates:

Last day to add or drop courses: March 14, 2016

Last day to withdraw: April 11, 2016.

Program Outcomes

A: MAKE SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

B: ASSESS STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

C: ENGAGE AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

D: PLAN INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

TPE 9: Instructional Planning

E: CREATE AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

TPE 11: Social Environment

F: DEVELOP AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, legal and ethical obligations

TPE 13: Professional Growth

Course Description

The exploration of the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents. Fieldwork required.

The current undergraduate catalog can be found at:

<http://www.callutheran.edu/registrar/documents/UGCatalog2010-2012.pdf>

The current graduate catalog can be found at:

http://www.callutheran.edu/registrar/documents/Graduate_Catalog_2009-2011.pdf

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Course Learning Outcomes

Course learning goals are linked to the California Lutheran University School of Education Mission Statement (STRIVE), Teacher Performance Expectations (TPE) in preparation for the Teaching Performance Assessment (TPA), and CLU student learning outcomes. All references to the California Teacher Performance Expectations (TPE) and Teaching Performance Assessment (TPA) are at the introductory level.

Through coursework and fieldwork, teacher candidates will build a base of theoretical knowledge and acknowledged practice in K-12 classrooms in California and teaching methodologies that support teaching these students. *Teacher Candidates (TCs) will:*

1. Investigate, understand, and apply research-based theories and principles of human development. TPEs 1, 4, 6, 7, 8, 11
2. Describe and apply critical processes and events of each developmental period: prenatal, infancy, early childhood, middle childhood, and adolescence. TPE 6
3. Understand and apply how developmental theories and practices inform school policies and practices and affect student conduct, attitudes and achievements. TPEs 1,2,3, 4,5 6, 7,8,11
4. Apply knowledge of developmental theories and principles to observations and fieldwork. TPEs 1 through 11
5. Understand and apply the use of developmental principles to create a learning environment that supports student academic achievement. TPEs 4,5,6,7,8,9,10,11
6. Understand and apply the principles and practices of the teacher as moral agent in the K-12 classroom. TPEs 1-13
7. Understand and demonstrate teaching and learning methods that support effective classroom teaching. TPEs 1-13
8. Acquire and apply knowledge of linguistic development, first and second language acquisition and first language literacy connects to second language development TPEs 3, 4, 5, 6, 7, 8, 11,13
9. Understand and apply the importance of students' family and cultural backgrounds and experiences. TPEs 3, 4, 5, 6, 7, 8, 9,10,11, 12, 13

Required Reading

- 1) Reeves, A. (2011), *Where Great Teaching Begins*, Alexandria, Virginia: ASCD.
- 2) Wong, H. and Wong, R. *The Classroom Management Book*, Harry K. Wong Publishers

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Blackboard, Task Stream, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. All electronic messages should be crafted with professionalism and care.

Computer and Handheld Device Use during Class Sessions

You are welcome to use a laptop computer in class when working on class assignments; however, you will need to save checking email or other personal computer use for time outside of class. Additionally, texting during class is prohibited. When focusing on class activities or listening to presentations, electronic devices are disruptive. Your kind consideration is greatly appreciated by all!

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)

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- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. **For information on the University's student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page

<http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Assignments and Learning Activities on page 9.

ALIGNMENT OF STRIVE, CLU STUDENT LEARNING OUTCOMES, and TPEs

STRIVE Conceptual Framework	Serve as a mentor and model for moral and ethical leadership	Think critically to connect theory with practice	Respect all individuals
CLU Learning Outcomes	<ul style="list-style-type: none"> • Communication • Identity and values • Interpersonal and teamwork skills • Principled leadership 	<ul style="list-style-type: none"> • Creative and Critical thinking • Information Literacy 	<ul style="list-style-type: none"> • Cultural Competency • Identity and Values
Teaching Performance Expectations	<ul style="list-style-type: none"> • TPE 11, 12 	<ul style="list-style-type: none"> • TPE 4, 5, 6, 7, 9, 10 	<ul style="list-style-type: none"> • TPE 4, 8, 11, 12

STRIVE Conceptual Framework	Include and respond to the needs of all learners	Value diversity	Empower individual to participate in educational growth and change
CLU Learning Outcomes	<ul style="list-style-type: none"> • Creative and Critical Thinking • Information Literacy • Quantitative Literacy • Cross Cultural Competence • Communication 	<ul style="list-style-type: none"> • Identity and Values • Cultural Competency 	<ul style="list-style-type: none"> • Communication • Interpersonal and teamwork skills • Principled Leadership
TPES	2 to 9	4, 6, 7, 8, 11, 12, 13	12, 13

Grading Policy

Points awarded based on the assignment criteria are used to calculate grades. All grading is done on Blackboard except for attendance and participation. A weekly rubric is used to determine those points.

Minimum Grade Requirement

The student must receive a B or better in this class to move forward in the California Lutheran Teacher Preparation Program. Failure to do so will result in retaking the class or being denied entrance to the program.

Assignments and point value

Attendance and participation	20 points
Exam	20 points
Portfolio	60 points
Total	100 points

Grading Scale:

Grades will be calculated based on the following system:			
A =	93-100	C+ =	78-79
A- =	90-92	C =	73-77
B+ =	88-89	C- =	70-72
B =	83-87	D =	60-69
B- =	80-82	F =	Less than 60

Attendance Policy

Students are expected to attend **every** class. Regular attendance for the entirety of each class session and active participation in classroom discussion and activities are mandatory. For each missed class regardless of excuse will result in a point deduction from attendance points. Missing more than 1 class may result in a class grade reduction.

Course Evaluations

Please note that all course evaluations are now conducted on-line. Your feedback is important to us. You will receive an e-mail message reminding you when the website us open for your feedback. The link is:

<http://courseval.callutheran.edu>

Student Workload/Carnegie Hours:

The expectation is that a 3-credit course will meet for 50 hours of instructional time and will have 200+ hours of out-of-class work (homework).

- As our 3-credit courses meet for 36 hours and 40 minutes in-person.
- There should be approximately 17 hours of homework per week (of course this may vary depending on the week).

Carnegie Hours Chart

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 15 weeks, uneven distribution
Weekly Classes	3hrs 20min	36hr. 40 min.			Includes final exam
Journal Post	30 minutes	7	2	30	Average, varies by student

Developmental portfolio	1 hour	15 hours	5	70	Average, varies by student
Instructional Design and Teaching a field lesson	1 hour	15	5	20	Average, varies by student
Field study	30 Minutes	7		30+	Average, varies by student
Total		89	17	205	

Course Schedule

	Topics	Reading
Week 1 2/29	Welcome to teaching Mission/TPEs Learning Theories	Handouts
Week 2 3/7	Learning Theories Lesson Plan	Learning theory reports Teaching 1 and 2
Week 3 3/14	Adolescent Teaching	Adolescent report Teaching 3/6 Wong: 2 to 16
Week 4 3/21	Middle Teaching	Middle Report Teaching 7 Wong: 16 to 60
Week 5 3/28	Early Teaching	Early report Wong 60 to 86 Teaching 8
Week 6 4/2	Infancy Teaching	Infancy report Wong 88 to 108
Week 7 4/11	Birth Teaching	Birth report Wong 112 to 170 Teaching 9
Week 8 4/18	Exam	Wong 174 to 207
Week 9 4/25	Teaching	Wong 208 to 227
Week 10 5/2	Teaching	Wong 228 to 268
Week 11 5/9	Teaching	Wong 272 to 304

This syllabus is subject to change.

Assignments and activities

1) Attendance and Participation 20 points (Assessing on rubric given in class)

Students will participate in a wide variety of activities using dialogue and reflection to process the content of the class

2) Field study

Part 1 in the portfolio.

Students will spend 10 hours of field study in a k-12 classroom. See portfolio #1 for details.

Part 2 in the portfolio.

Students will participate in fieldwork in school classrooms or appropriate settings for field observations in order to observe, analyze and evaluate selected developmental issues of children and adolescents.

The teacher candidate will write 8 fieldwork descriptions. They will include:

- 1 infant Age 0 to 2
- 1 early childhood Ages 2 to 6
- 4 middle childhood Ages 6 to 12
- 1 adolescent observation Ages 13 to 18
- 1 adolescent or upper elementary interview

Format is provided in class. Select 2 developmental issues that are central to the developmental stage and use them to describe what you saw in your observation.

Format for interview:

After your interview, analyze the responses by identifying adolescent developmental issues revealed in the interview. Write a reflective paper on those findings.

Observation summaries will be placed in the portfolio.

3) Exam 20 points

In class, students will demonstrate their understanding of educational theory, developmental stages instructional design and classroom management. Details will be given in class.

4) 402 -portfolio checklist (assessing for quality and completeness) 60 points

1. Students will log their hours and provide field notes describing classroom events. Format will be given. Using a **portfolio format**, compile a collection of activities, ideas, worksheets, bulletin board ideas, etc. that were used in the classroom. **Pictures when permitted are essential.** This should be a practical collection that you can use later on.
2. Observation field notes (follow the format given)
3. Create a 5-page lesson plan; teach it, video your teaching, and receive teacher comments
4. Theory and Developmental charts (directions will be given in class)
5. Case study 2 (directions will be given in class)
6. Final summary of lessons learned citing a minimum of 5.

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