 ***Fall 2018***

*Department of Curriculum & Instruction*

# EDML 4300.001: Pre-Adolescent/Adolescent Growth & Development

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**Instructor Information:**

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| **Instructor**: | Dr. J. Tommerdahl |  |  |
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| **E-Mail:** | [joditom@uta.edu](mailto:joditom@uta.edu) |  |  |
| **Office Hrs:** | By appointment via email | |  |

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| **Instructor Web Site:** | https://mentis.uta.edu/explore/profile/jodi-tommerdahl |

**Course Information:**

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| **Course Title:** | Pre-Adolescent/Adolescent Growth & Development |
| **Course Number:** | EDML 4300.001 |
| **Semester:** | Fall 2018 |
| **Course Location & Time:** | Thursdays 5:00 – 8:20pm, Trimble Hall 115 |

###### Catalog Description

Prerequisite to subsequent courses in teacher education. Physical, social, emotional, and cognitive growth patterns from emphasizing familial, cultural, societal, and genetic determinants of behavior. Topics include developmental characteristics pre-adolescent and adolescents including exceptional learners and students with special needs.

This human development course is designed for the pre-service teacher. The intention is to focus on those competencies and understandings that are considered essential for effective teacher-student relationships. Teachers who understand children and adolescents and their development can more effectively plan appropriate learning experiences. The overall desired outcome is the preparation of teachers who understand the development of students and who utilize these understandings in planning and implementing effective learning experiences.

###### Course Prerequisites:

There are no prerequisites listed for this course.

###### Textbook(s) and Materials:

**Santrock, J.W.** (2013). Adolescence (16th ed.). Boston, MA: McGraw-Hill.

***State Domains and Competencies:***

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| --- | --- |
| EC-12 |  |
| PPR 001, 002, 011 |  |
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***Learning Outcomes:***

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| This course will:   * Discuss human development (social, emotional, physical and cognitive) from birth through adolescence. * Describe the various methods of studying human development and behavior. * Describe appropriate teacher behavior and roles when working with children (based upon child development study and research). * Demonstrate through project presentation a proficiency in some aspect of human development. * Apply human development information to the study and observation of one child. * Arrive at a more complete understanding of his/her own development and maturational processes and the influences of these upon him/her as a teacher. * Discuss student’s characteristics and needs in relationship to their various social-economic-cultural backgrounds. * Discuss students with special needs, and specific problems and issues and conditions that effect children.   The candidate will display the following knowledge, skill, and/or attitudes:   * Establish a learning environment that insures all students learn. * Work effectively with student’s families and communities with the dispositions of professional educators. * Develop meaningful learning experiences for students based on their developmental levels. * To value learning and teaching in classrooms with diverse student populations. * Demonstrate the ability to teach effective to students with exceptional and/or diverse backgrounds. |

###### University Mission:

*The mission of The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

###### College Mission:

*The mission of the UTA College of Education* is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

|  |  |
| --- | --- |
| Diversity | Learner Centered |
| Collaboration | Research Based |
| Field Experience | Life Long Learning |
| Excellence | Technology |

**Major Assignments:**

The major assignments for this course include three exams and a project. See the *Grading* section for more details.

**Attendance:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

**As the instructor of this section, I expect you to attend all class meetings for the entire scheduled class time. *A sign-in sheet will be distributed during each class meeting.* Please be sure to record your attendance by signing in.**

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading**:

###### Grade Calculation:

**3 tests at 25% each 75%**

**Project 25%**

*See the end of the syllabus for instructions for the Project Instructions and the rubric for this assignment.*

***Grading Scale:***

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

1. **Late Work:** Complete all assignments by the due date listed on the syllabus or announced in class. There will be a 10% penalty per day late that work is turned in.
2. Back up your project work on a cloud system such as Dropbox. “Losing” your assignment due to computer problems is not an excuse for late work.
3. Study the syllabus and the schedule of deadlines carefully. If you do not agree to adhere to the policies and requirements stated herein, please drop this course.

**Grade Grievances**:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.. Please see: <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:**

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\ingrams\Downloads\jmhood@uta.edu).

**Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. The appropriate exits will be identified at the beginning of the semester. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. *The stairwells are down the hall to either side of the classroom.* Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. General evacuation plans may be found at <http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php>.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**:

FREE!! The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. You can even submit a rough draft via email and request feedback from a tutor.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:**

Michelle Reed is the Education Librarian. She can be reached at 817-272-5127, and by email at [michelle.reed@uta.edu](mailto:michelle.reed@uta.edu). Other contacts: Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

You will find online databases for Education at:

* + <http://www-test.uta.edu/library/databases/index.php>
  + <http://libguide.uta.edu/education>

**Cell Phones:**

Cell phones should be turned off or on silent and out of sight when class begins. If you must take an emergency call, please step into the hall to take the call.

**College of Education Policies**

**Texas Education Agency Teaching Standards**

**2) Standard 2--Knowledge of Students and Student Learning**. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

**(6) Standard 6--Professional Practices and Responsibilities**. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

Competency 007: *The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.* (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**Pedagogy and Professional Responsibilities (PPR) TExES Competencies**

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 011: *The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families*.

###### Professional Dispositions Guidelines:

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code1 Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

1. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   * Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     + Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     + Accepts decisions made by institutional authority.
     + Treats others in a just and equitable manner.
   * Maintains composure and self-control.
     + Responds positively to constructive criticism.
     + Follows appropriate channels of communication/authority.
     + Reacts professionally (calm and patient) when under stressful situations.
2. Professional Practices: TAC Standards 1.1 through 3.9
   * Complies with class and program requirements
     + Attends classes, trainings, and field experiences.
     + Arrives on time and remains for the duration.
     + Is prepared, engaged, and meets deadlines.
   * Demonstrates academic integrity and honesty.
   * Maintains appropriate confidentiality at all times.
   * Demonstrates compliance with all laws and regulations.

* Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards2

1. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   * Displays personal appearance and/or hygiene appropriate for professional settings.
2. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

* Uses appropriate and professional language and conduct.
* Works effectively, collaboratively, and equitably with others.
* Receives feedback in a positive manner and makes necessary adjustments.
* Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
* Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
* Uses UT Arlington email as official university form of electronic communication and information.
* Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

###### Conceptual Framework:

The conceptual framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

**TK20 Data Management System**

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

* Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
* Tk20 also serves as the centralized location for submitting program forms and field placement documents.
* Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and your students, and increase the value of the degrees and certifications you complete here.
* For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
* It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
* You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
* On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php>.

**Professional Dispositions**

* Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

***AVID:***

#### AVID’ s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

*The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.*

*At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.*

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Official University Academic Calendar**: <https://www.uta.edu/uta/acadcal.php>

**Tentative Course Schedule***As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of any changes. –Dr. Tommerdahl*

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| **Weeks** | **Lecture/Topic** | **TEA Standards & PPR Competencies** | | **Assignment** |
| August 23 | Introduction & Orientation |  | | Read the chapter before class each week. |
| August 30 | Ch. 1 Intro to Adolescence |  | |  |
| September 6 | Ch. 2 Puberty, Health and Biological Foundations |  | |  |
| September 13 | Ch. 3 The Brain and Cognitive Development | TEA Standard 2  Competency 001 | |  |
| September 20 | **Test #1** | | | |
| September 27 | Ch. 4 The Self, Identity, Emotion & Personality |  | |  |
| October 4 | Ch. 5&6 Gender and Sexuality |  | |  |
| October 11 | Ch. 7 Morality, values, religion |  | |  |
| October 18 | Ch. 8 Families | TEA Standard 6  Competency 011 | |  |
| October 25 | **Test #2** | | | |
| November 1 | Ch. 9 Peers, Romance, Lifestyle |  |  | |
| November 8 | Ch. 10 & 11 Schools, Work and Careers | Competency 002 |  | |
| November 15 | Ch. 12 Culture | Competency 002 | DAT Assignment due  Nov. 15 at 5pm | |
| November 22 | THANKSGIVING | | | |
| November 29 | **Final Exam (Ch. 1 – 12)** | | | |

***\*TEA Standards and TExES PPR Competencies occur throughout the course, but are introduced at the designated times.***

***Discovering Adolescence and Teaching Project (DAT Project)***

Adolescent development is a critical time for youth as they journey through school. Educators do not always realize some of the challenges our youth face as they are developing into adults. These challenges may impact students’ actions, perceptions, behavior, and achievement. This group assignment will also require individual work. For this project, you will interview school counselors, investigate a challenge, issue, or problem students may face, and present your findings.

As a team of 3, you will create 5 – 10 questions to ask a minimum of two school counselors (1 middle school, 1 high school) about issues, challenges, and problems adolescent face. These interviews should take place as a team. *Take notes and record (in writing) what is shared.* ***Be sure to ask such things as what do students face, what can teachers do, how things are resolved, etc. Also ask why it is important for teachers to know about adolescent development as well as what are things that new teachers need to know when teaching our youth.***

You will ask the 2 or more counselors the same questions and compare what is said. This information will go into the PowerPoint and handout you create. From your conversation with the counselors, select an issue, challenge, or problem to investigate further to inform your peers. Each person in the team will have a different topic to pursue. This will be research based and cited using APA. Be sure to include at least 2 scholarly journal articles to support your statements.

**You will turn in the following:**

* A handout, with reference section as needed
* A PowerPoint presentation with a reference slide
* References using the American Psychological Association (APA) style of citations.

**Handout:**

For the handout you will include a table showing the questions you asked, responses from the counselors, problems (or challenges or issues) selected by your group fully identified and defined/explained with comments about what teachers can/should do (e.g., build awareness, response, action, prevention, etc.).

*Note:* This is a handout designed to be a brief overview of what is shared in the presentation. (1 – 2 pages)

**PowerPoint Presentation: (17 – 20 minutes)**

***Purpose:*** The team will present their findings to their peers with the intent of building awareness and understanding as teacher candidates preparing to be in the classroom next year.

***In the presentation you will do the following:***

* *Present your interview findings. (3 – 5 minutes)*
  + Be sure introduce your study and share a minimum of two middle school/junior high/intermediate school and high school counselor perspectives on the challenges, issues, and/or problems students face, teachers responsibilities, and advice for new teachers. Share their perspectives on understanding adolescent development as an educator.
* *Adolescent challenge, issue, and/or problem. (5 minutes each person)*
  + Each member of the team is to investigate a separate adolescent challenge, issue, or problem. Clearly identify the selected topic and explain what it is and why it is important for educators to know about the topic. Explain positive steps educators can take regarding the topic (awareness, prevention, response, action, etc.) (This is the “so what?” factor.)
* *Final Reflection:*
  + What did you learn from this project? What insights did you gain? How can you best use what you’ve learned?
* *References*
  + In APA, “references” is the name of the section where you list your sources. The MLA citation style calls this a “works cited” page.
  + Be sure to provide a slide with a list of your sources correctly cited. Also, as appropriate, include parenthetical documentation in the PPT. Be sure any references used on the handouts are also identified.
  + Include at least 2 citations from scholarly research journals about your topic. The librarians can help guided you accordingly.

***Discovering Adolescent and Teaching Project: Rubric***

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Target**  **(Grade A)** | **Acceptable**  **(Grade B or C)** | **Unacceptable**  **(Grade D or F)** |
| **Follow Directions** | The candidate followed all of the instructions exactly and addressed all aspects of this assignment correctly. | The candidate followed most of the instructions well. All critical aspects of the assignment were included (interviews, reporting, identifying issues/topics of research, APA citations). However, they were not addressed thoroughly. | The candidate lacks most or all parts of the assignment. |
| **Handout** | The handout is clear, thorough, detailed and informative. All parts were included. | The handout is generally complete with information that is mostly complete. Looks appealing. | The handout is poorly constructed, unclear, and/or incomplete. |
| **Interview** | Two or more counselors were interviewed reflecting a junior high school (or equivalent) and high school perspectives. All questions were identified with the interviewees’ responses. The information is clearly shared. Questions are well constructed to as instructed. Clearly identifies the connection to new teachers and why adolescent development is important. | Two or more counselors were interviewed from a junior high school (or equivalent) and high school perspectives. Most questions provided include responses. Questions are adequately constructed Information shared is informative. Adequately identifies the connection to new teachers and/or why adolescent development is important. | Lacking interviews from the correct people or number of people. Questions are not well constructed and do not yield sufficient answers. Not all answers are provided or explained. |
| **Adolescent Issue, Challenge, or Problem** | The issue is identified, thoroughly explained with examples of what is meant, and characteristics of the issue are provided. The purpose of peer awareness and action frames the presentation. | The issue is adequately identified and generally explains the issue, some of the characteristics. Provides general information that somewhat develops awareness for the topic. | The issue is poorly identified and does not clearly explain the issue. Little or no attention is directed towards building awareness. |
| **Relevance to Teaching** | Clearly identifies what positive action a teacher may take to prevent and respond to the issue presented. | Generally relates the issue to teaching, but lacks clear action that teachers may take. Generally relates to teaching. | Poorly relates to teaching with little or no action suggested for teachers. |
| **Final Reflection** | The candidate clearly demonstrates contemplation the impact the experience had on his/her learning and shares insights gained and connection to future teaching experiences. Clearly shared what was learned. | The candidate shows some consideration about what was learned, insights gained, and connections to future teaching/student engagement. | The candidate provides a poor reflection on what was learned with little or no insights about what was learned and connections made. |
| **Overall Presentation** | All directions followed, flowed well, easy to follow, free of grammatical and spelling errors. | All directions followed, somewhat easy to follow, some grammatical and spelling errors. | Some of the directions followed, difficult to follow, has many grammatical and spelling errors. |
| **APA Citations** | All sources are properly cited within the PowerPoint and includes a reference page. | Most are correctly cited within the presentation and on the reference page. | Few or no citations are provided. Lacking in-text citations. Citations are incorrectly cited. |