Development and Moral Education in Adolescence

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TA: Tim Will: twill1@nd.edu

COURSE DESCRIPTION

A systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral development and their implications for the classroom, with an emphasis on adolescence.

Mastery of the theoretical and empirical literatures of developmental psychology is critical to effective teaching. This is recognized by the Indiana Professional Standards Board, which requires prospective teachers to demonstrate mastery of a set of developmental standards as a condition for teacher licensure. In this seminar we will critically examine a variety of topics and issues derived from these standards.

REQUIRED TEXTS / MATERIALS

Required readings are available on Sakai at ND: http://sakai.nd.edu as the primary source [and via electronic reserves: https://www.library.nd.edu/reserves/ereserves/search.cgi]

Additional readings (to purchase) may be required.

ATTENDANCE POLICY

Regular class attendance demonstrates the appropriate professional disposition, and contributes to reciprocal learning. If necessary to miss, please notify instructor prior, and ask a colleague for notes.

ACADEMIC INTEGRITY CODE OF THE GRADUATE SCHOOL

Students are expected to adhere to the Academic Integrity code of the Graduate School. Although students are encouraged to work collaboratively and to cooperate in the mastery of course material, the various papers and course projects should reflect the individual accomplishment of students. The full code may be accessed at https://graduateschool.nd.edu/assets/72055/academic_code_for_current_students.pdf

Please read especially the section on Academic Integrity found in Section 5.8 on page 13.
Please also consider the Notre Dame Undergraduate Academic Honor Code reads: “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.” If you are unsure about whether a particular behavior constitutes cheating or plagiarism, please ask your instructor. Please review more about the Code at the following site (this is especially relevant in a course focused on moral education): http://www.nd.edu/~hnrcode/docs/index.htm

SPECIAL NEEDS

If you have special needs that require accommodation, please let me know during the first days of class.

COURSE OBJECTIVES and STANDARDS

This course is designed to help students understand and meet Indiana state developmental standards listed below (especially 1, 2, 3, 5, and 6). The standards will be addressed through course components and tailored assignments (see end of syllabus for more detail). Standards are very similar for teachers in middle school and high school. Instructors in other ACE courses will also facilitate attention to state standards.

**Standard 1: Student Development and Diversity**

Teachers at the middle and secondary level have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

**Standard 2: Learning Processes**

Teachers at the middle and secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

**Standard 3: Instructional Planning and Delivery**

Teachers at the middle and secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

**Standard 4: Assessment**

Teachers at the middle and secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

**Standard 5: Learning Environment**

Teachers at the middle and secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

**Standard 6: The Professional Environment**

Teachers at the middle and secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

**Standard 7: Reading Instruction**

Teachers at the middle and secondary level have a broad and comprehensive understanding of content-area
and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.

Source: [http://www.doe.in.gov/licensing/repa-teacher-standards](http://www.doe.in.gov/licensing/repa-teacher-standards)

For more information on Indiana state standards, see [http://www.doe.in.gov/achievement/standards](http://www.doe.in.gov/achievement/standards)

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**THE PILLARS OF ACE**

The Conceptual Framework that guides teacher education in the Alliance for Catholic Education graduate program is based on three pillars:

- **Professional/Academic**
  - Mastery of literatures relevant to teaching and instructional practice

- **Community**
  - Understanding the ecological bases of development and education, and hence the role of family, school, community, peers and culture.

- **Spirituality**
  - Understanding the developmental bases of moral and spiritual formation of children.

Each of these pillars will be addressed throughout the course, but the thematic topics of each week of class will provide an opportunity to focus on one pillar in particular. The Community Pillar will be highlighted during the first and fourth weeks of class. The Professional/Academic Pillar will be the focus of the second and fourth weeks. The Spirituality Pillar will receive particular emphasis during the third week of class.

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**COURSE REQUIREMENTS/ASSESSMENTS**

*General Expectations* → In this intensive, standards-focused seminar we will take joint responsibility for the conduct of the class, using the set of readings, culled from the scholarly literature, to guide our discussion. Critical inquiry, active participation and robust dialogue are desired. You will demonstrate the “dispositions” proper to teacher licensure if you come to class prepared to engage the issues before us. Instructors for each developmental section will assess the degree to which completion of assignments meet developmental licensing standards.

*Class Participation*

Class participation via grounded preparation and active engagement is an essential element of the course. Participation in this sense goes beyond talking, involving respectful presence, deep listening and thoughtful response. In an atmosphere of trust, we welcome healthy debate and critical analyses to foster our collective improvement.

*Two (Weekly) Theory/Application Papers*

One written essay will be required for two of the first three weeks of class [students will do an extension presentation/paper corresponding to one of the other weeks]. The theory/application paper will include the following elements:
• **Brief Integrated Summary** – Describe succinctly the common theme(s) of the week’s readings, and what issues/challenges they address. Present an integrated overview demonstrating deep understanding. Distinguished papers will cite at least one relevant reading that was not required (drawn from research in the field, list of optional readings, etc.). (1 page or less)

• **Analysis of Teaching** – Describe a specific change or changes you will make in your future teaching—or, alternatively, a new teaching practice you will institute—as a result of the readings and discussion of the week, and justify (with specificity) such changes in light of the literature. (2 pages)

• **Analysis of Relevant Developmental Standards** – Briefly address what developmental standards you addressed in your paper/writing. Attend first to the developmental standards associated with the focus of the week; see table at end of syllabus for additional information. (1-2 sentences)

It total, the weekly papers should be 3 pages (max), double-spaced. Learn to *make every word tell*: see Strunk and White, *The Elements of Style* (and: http://www.npr.org/templates/story/story.php?storyId=4985137).

See rubric below that describes how the weekly assignments will be assessed.

**Extension Presentation/Paper**

Students will complete a research extension presentation/paper corresponding to one of the weeks not covered by their chosen theory/application papers. These presentations will extend our focus on research in an area relevant to the course, help to sharpen your research skills (ability to discern relevance and quality among a broad literature), and hone your presentation skills (relevance, clarity, parsimony, and application). Students will research the literature beyond what has been covered, chose a single study of focus, present key findings to the class (using PowerPoint if needed and creative presentation skills), and offer a teacher-friendly handout and discussion questions for colleagues. Appropriate developmental standards will be cited.

Further details to be given in class.

**Note:** The readings/concepts/standards not addressed in either a theory/application or extension assignment can be addressed via an optional paper (and I will factor this paper into your course grade) and/or in the conference presentation.

**ACE Teaching Fellows Conference Presentation/Paper**

All students will present at the annual ACE Teaching Fellow Conference in mid-July, a great opportunity to demonstrate your class learning and share insights with the ACE community. Presentations will be done in teams (by areas of interest) and will last approximately 40 minutes. A written component will combine with the conference presentation for a significant portion of the class grade.

See further instructions below, and provided in class.

**Other brief assignments** may be required during the course.

**Portfolio** → We will explore additional ways to enhance/develop an online professional teaching portfolio.
ACE Teaching Fellows Conference    July 12th, 1:00 to 5:00 pm

Overview. The 2016 ACE conference is an opportunity to explore collaboratively a topic of interest, present your findings to peers and the broader community, and learn from other presenters.

You will work with three ACE colleagues, choose a relevant topic to explore in relation to developmental theory and research, then share your findings and implications for teaching in a professional/effective manner.

Preparation for the Conference. A list of potential topics will be shared during the first week of class. Groups/topics must be specified by Wednesday, June 15th.

Students are asked to work in groups of four. If possible, teams should include at least two developmental levels (high school, middle school) and at least two content areas (math, science, social studies, religion, etc.). Presentations should reference teaching implications for all developmental levels, when possible.

Presentation at Conference: Prepare a clear, impactful presentation for the timeslot assigned (40 minutes). Attend remaining sessions of conference. Group presenters will do well to organize sessions as follows: 1) Topic Overview and Framing, 2) Support from the Literature, 3) Implications for Different Content Areas, and 4) Questions and Discussion

Graded Conference Paper. Teams members will be responsible for writing a professional-level paper aligned with sub-topics of interest extending the conference presentation.

In your paper:

1) Include a literature review, one that is more thorough than what was presented in the timeframe of the conference session.

2) Consider potential mechanisms for why the practice analyzed works, for whom it works best, and under what conditions it has been found to be most effective.

3) Identify relevant opposing views, note gaps in the literature and areas for further research

4) Describe how you will incorporate this practice into your instruction and/or classroom practices. Use specific, concrete details and examples here; do not write in generalities. Note implications for moral education.

A strong final paper will attend well to grammar, spelling, transitions, and other mechanics, and address standards.

Length: 5 to 8 pages (double spaced)

Submit electronically as directed: title the document(s) using your last name as the first word. Also submit any slides and handouts used in the presentation.
COURSE WEB SITES and TECHNOLOGY ASSISTANCE

We will use Sakai at ND: https://sakailogin.nd.edu/ for course readings and some other elements.

I have also set up a general course web site @ http://blogs.nd.edu/edu60455/. Here one can find course readings, comment on issues within the course, and the like.

We will also Box at ND to share files, etc. Please set up an account at box.nd.edu, and, I recommend, sync to your hard drive. You will have 50GB of useful space that can be shared across various devices.

If digital things malfunction for you, please contact the Office of Information Technology or a computer consultant of ACE, or Tim Will @ twill1@nd.edu.

ListServ

We will also use a listserv for course-related communication. Only students and faculty associated with course can post to the list. Feel free to share insights, relevant information, and suggestions.

LIST Emails: su16-edu-60455-02-group@nd.edu [or edu60455-02-su16@acadlist.nd.edu]

ASSESSMENT / GRADING

Course Grades:

The final course grade will be based on the following point system:

<table>
<thead>
<tr>
<th>Class Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weekly Assignments (papers, 3 pages each)</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>(100 points each)</td>
</tr>
<tr>
<td>Extension Research Presentation/Paper</td>
<td>100</td>
</tr>
<tr>
<td>Conference Presentation and Paper</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>(50/200)</td>
</tr>
<tr>
<td>Misc Assignments</td>
<td></td>
</tr>
<tr>
<td>Overall Class Participation</td>
<td>150</td>
</tr>
<tr>
<td>Total Class Points</td>
<td>700</td>
</tr>
</tbody>
</table>

Here is the approximate grading scale for the papers and the overall course:

A 93-100%  B– 80-82%
A– 90-92%  C+ 78-79%
B+ 88-89%  C 73-77%
B  83-87%  C- 70-72%

The instructor will also encourage student self-evaluation throughout the course.
Grading and Developmental Standards:

In addition to letter grades, assignments will be evaluated with respect to addressing relevant licensing standard(s).

The weekly assignments and conference paper are designed to provide means to demonstrate mastery of the relevant developmental standards: see table presented at end of syllabus.

Ace Grading Policies:

“Students who are unable to complete in a timely manner the requirements for a course and who have a documented medical or personal reason will receive a grade of I. The course Professor will provide the Director of the M. Ed. with a firm date, no later than the mid-point of the semester following, for which all work will be completed and a grade change provided.

Students who are unable to complete in a timely manner the requirements for a course for any other reason will receive a grade of F. Such a grade may occasion a warning letter under the policy on Dismissal and Appeal.”

<table>
<thead>
<tr>
<th>Components of Evaluation</th>
<th>Rubric Categories for Evaluation of Weekly Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Brief Integrated Summary</td>
<td>Paper does not describe or note a central theme for the week’s readings</td>
</tr>
<tr>
<td>“What is the central theme of the Weeks Readings?” 30%</td>
<td></td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>Paper does not address specific teacher practices; or does so implicitly or in highly general terms not concrete enough to be action-guiding.</td>
</tr>
<tr>
<td>“What teacher practice(s) will you now change?” 30%</td>
<td></td>
</tr>
<tr>
<td>Justification</td>
<td>Appeal to literature is thin, inconsistent or inaccurate</td>
</tr>
<tr>
<td>“On what grounds?” 30%</td>
<td></td>
</tr>
</tbody>
</table>
### Analysis of Standards

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>No links to standards</td>
</tr>
<tr>
<td></td>
<td>Vague, or undeveloped links to standards</td>
</tr>
<tr>
<td></td>
<td>General understanding of standards and application to literature</td>
</tr>
<tr>
<td></td>
<td>Specific, accurate, and thoughtful links to standards</td>
</tr>
</tbody>
</table>

### References

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>Research is not cited. No reference page is provided</td>
</tr>
<tr>
<td></td>
<td>Few citations; Reference page is frequently accurate although there are occasional departures from APA style</td>
</tr>
<tr>
<td></td>
<td>Sources are cited wisely; Reference page is mostly accurate with respect to APA style</td>
</tr>
<tr>
<td></td>
<td>Citations are extensive, going beyond assigned readings; reference page aligns well with APA style</td>
</tr>
</tbody>
</table>

Percentages above are approximate.

Important: when submitting or uploading electronic documents, title them beginning with your **last name** (e.g. Smith Essay Week 1), and submit according to directions from the instructor. Such is a fundamental requirement for receiving full credit.

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**WEEKLY CLASS TOPICS and READING ASSIGNMENTS**

**Week 1**

**Theme:** Human Development in Context: School, Family, and Community

**ACE Pillar:** Community

<table>
<thead>
<tr>
<th>Date/Content/Assignment</th>
<th>Bold Text = Priority Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, June 6</strong></td>
<td>Introduction to the Course: Content, Standards, Assignments, and …</td>
</tr>
<tr>
<td>Room 245</td>
<td>Notes in praise of human development and learning …</td>
</tr>
<tr>
<td></td>
<td>and Theories/Models of Human Development</td>
</tr>
<tr>
<td><strong>Tuesday, June 7</strong></td>
<td>Theories of Human Development</td>
</tr>
</tbody>
</table>
Nothing is quite so practical as a good theory. Kurt Lewin, 1945  

**Wed., June 8**  
**Contexts: Classrooms, Schools, & Stage-Environment Fit**


Excerpts from J. Kozol (2004): *The Shame of a Nation* (optional)

**Thurs., June 9**  
**Contexts: Family and Parenting**


Stuart Greene and Joyce Long are co-founders of *No Parent Left Behind*. They facilitate research and education on the link between parents and school.

**Friday, June 10**  
**Contexts: Neighborhoods, Community and Mesosystem**


**Extension Presentations** — Bob, Grace, Donavan, …

**Essay Assignment for Week 1 due: Friday by 10:00 am.** Submit electronically.

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**Week 2**  
**Theme: Cognitive Development**

**ACE Pillar: Professional/Academic**

**Monday, June 13:**  
**Cognitive Development**  
[See Handout]

NRC (2000). *How People Learn*, Chapters 2, 4
This report from the National Research Council is available at http://www.colorado.edu/MCDB/LearningBiology/readings/How-people-learn.pdf

**Tuesday, June 14**

**Constructivist Teaching and Learning**


**Wed., June 15**

**Constructivism (cont.)**


**Thurs., June 16**

**Teaching for Deep Understanding**


Lemov, TLC, Chapter 3: Structuring and Delivering Your Lessons (Techniques 12-21)

**Friday, June 17**

**Teaching for Successful Intelligence** [readings may change]

Sternberg, R.J. Raising the achievement of all students: Teaching for successful intelligence. *Educational Psychology Review, 14*, 383-393


**Extension Presentations** — Students 5 to 8

**Essay Assignment for Week 2 due: Friday by 5:00 pm**
Week 3  Theme: Moral Development and Education

ACE Pillars: Spirituality, Professional/Academic

Monday, June 20:  Introduction To Moral Development & Character Education

[May join Lapsley class — TBD]


Tuesday, June 21  Further Theoretical Perspectives on Moral/Character Development


Character Education Partnership: Eleven Principles of Character Education http://www.character.org/more-resources/11-principles/


Wed., June 22  Moral Stage Theory and Beyond: Educational Implications


Thurs., June 23  Moral Education for Democratic Citizenship: Classrooms & Beyond


**Leading Moral Dilemma Discussions**, on eReserve (Optional)


**Friday, June 24**

**From Character to Justice**


**Extension Presentations** — Students 9 to 12

**Essay Assignment Week 3 due: Friday by 5:00 pm**

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**Week 4**

**Theme:** Self/Identity & Mechanisms of Risk, Protection and Resilience

**ACE Pillars:** Community, Professional/Academic and Spirituality

**Lectures & Readings**

[No Class Friday this week]

**Monday, June 27:** Identity Development

S. Schwartz (2001). The Evolution of Eriksonian and neo-Eriksonian Identity Theory: A review and integration. *Identity 1*(1), 7-58. (Focus on pages 7 to 15)


Tuesday, June 28  Learning and the Self: Mindset, Ability, and Talent Development


Yeah: ACE graduate makes good (scholarship)


Excerpts from D. Coyle, *The Talent Code*.

Wed., June 29  Resilience: Theory and Practice


Measure of America: An Alternative View of Human Development


Thurs., June 30  Resilience (continued)

Self in the Digital Age

Readings to be assigned

Extension Presentations — Students 13 to 18

No Class on:
July 1 or July 4

Tuesday, July 6  Risk, Resilience and Developmental Challenges of Poverty

Meet at Brandenberger home: 1035 Notre Dame Ave.

Documentary: *Waiting for the World to Change*
Wed. July 6  Civil Rights, Multicultural Education, and Human Development
[possible guest speaker]

In July 1964 the Civil Rights Act was signed. The Act was designed, in part, to end racial segregation in schools and foster educational equality. Where are we now after 50 years? What are the developmental consequences? What can teachers do?

See: http://www.civilrights.org/resources/civilrights101/desegregation.html

CPR Researchers Reaffirm Findings of Increasing Segregation

Thurs, July 7  Thinking Developmentally — Wrap Up/Integration/Conference Notes


Extension Presentations — Students 19 to 23

Friday, July 8  Conference Planning and Development
Class time in groups/office hours available

Monday, July 11  No Class

Tuesday, July 12  ACE Teaching Fellows Conference
1:00 to 5:00 pm in De Bartolo Classroom Building
Present in time allotted, then attend sessions in remaining time

EDU 60455 — This is section 02 of four summer sections.
Other section instructors are D. Lapsley, N. McNeil, and A. Christensen
Indiana School Setting Developmental Standards for Educators
http://www.doe.in.gov/sites/default/files/licensing/all-grade-standards.pdf

**EDU 60455 Development & Moral Education in Adolescence — State Standards Addressed**

<table>
<thead>
<tr>
<th>Learning Objectives in the Context of Indiana Developmental Standards</th>
<th>Indiana Developmental Standards</th>
<th>Standards Addressed During Course</th>
<th>Assessed how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn….</td>
<td>Middle School</td>
<td>High School</td>
<td>where/when?</td>
</tr>
<tr>
<td>Major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades 5–12, and factors in the home, school, community, and broader environment that influence the development of students at this level</td>
<td>1.1</td>
<td>1.1</td>
<td>Weeks 1 to 4</td>
</tr>
<tr>
<td>Knowledge of developmental characteristics and developmental variation for students in grades 5–12, and the ability to use this knowledge to inform instructional decision making and promote student success</td>
<td>1.2</td>
<td>1.2</td>
<td>Weeks 1 to 3</td>
</tr>
<tr>
<td>Typical developmental challenges for students in grades 5–12 (e.g., in relation to peer interactions, identity formation, self-esteem, risk taking, and educational decision making), and the ability to help students address these challenges</td>
<td>1.3</td>
<td>1.3</td>
<td>Weeks 1 to 4, especially 4</td>
</tr>
<tr>
<td>Knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs</td>
<td>1.4</td>
<td>1.4</td>
<td>Week 1 Week 4</td>
</tr>
<tr>
<td>Knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based learning contexts</td>
<td>2.1</td>
<td>2.1</td>
<td>Week 2, especially</td>
</tr>
<tr>
<td>Processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs</td>
<td>2.2</td>
<td>2.2</td>
<td>Week 2, especially</td>
</tr>
<tr>
<td>Knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students</td>
<td>2.3</td>
<td>2.3</td>
<td>Week 2</td>
</tr>
<tr>
<td>Procedures for making instruction rigorous and relevant to students and for linking new learning to students’ experiences and prior knowledge, and the ability to use these procedures to facilitate student learning</td>
<td>2.4</td>
<td>2.4</td>
<td>Week 2</td>
</tr>
<tr>
<td>Strategies for promoting students’ independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students’ growth as learners</td>
<td>2.5</td>
<td>2.5</td>
<td>Week 2, 3, 4</td>
</tr>
<tr>
<td>Knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes</td>
<td>2.8</td>
<td>2.8</td>
<td>Weeks 1 and 4</td>
</tr>
<tr>
<td>Knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning</td>
<td>3.2</td>
<td>3.2</td>
<td>Week 2 and 4</td>
</tr>
<tr>
<td>Knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant</td>
<td>3.4</td>
<td>3.4</td>
<td>Weeks 1 to 4</td>
</tr>
<tr>
<td>Goal</td>
<td>Credit</td>
<td>Timeframe</td>
<td>Assignment Type</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------</td>
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</tr>
<tr>
<td>The ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems</td>
<td>3.5</td>
<td>Week 2 and 3</td>
<td>Papers</td>
</tr>
<tr>
<td>Knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students</td>
<td>3.7</td>
<td>Weeks 1 to 4</td>
<td>Papers and Conference</td>
</tr>
<tr>
<td>The ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning</td>
<td>3.8, 5.3</td>
<td>Weeks 1, 2, 3, 4</td>
<td>Paper and Conference</td>
</tr>
<tr>
<td>The ability to apply skills and strategies for creating a safe, healthy, supportive, and inclusive learning environment that encourages all students' engagement, collaboration, and sense of belonging</td>
<td>5.1</td>
<td>Weeks 1, 3 especially</td>
<td>Papers and Conference</td>
</tr>
<tr>
<td>The ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning</td>
<td>5.2</td>
<td>Weeks 2 and 3</td>
<td>Papers and Conference</td>
</tr>
<tr>
<td>Knowledge of various classroom management approaches, including relationships between specific management practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability</td>
<td>5.5</td>
<td>Weeks 2 and 3</td>
<td>Papers and Conference</td>
</tr>
<tr>
<td>The ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning</td>
<td>6.1</td>
<td>Weeks 1 and 4 especially</td>
<td>Papers</td>
</tr>
<tr>
<td>The ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's education</td>
<td>6.2</td>
<td>Weeks 1 and 4, especially</td>
<td>Papers</td>
</tr>
</tbody>
</table>

Student mastery of topics and skills outlined in the state standards will be recognized/document via completion of course elements and assignments.