

Teaching 7070 Developmentally Appropriate Practice: The Learners -3 credits

Masters in Education Program

Cohort groups will meet to determine individual and district needs. The intersection of the two needs will create the program plan for each individual. The needs will be used to drive the program and each of the courses therein. Students will determine their learning styles and cognitive processing strengths. Professors will work with students to meet learning needs and build a curriculum based on “needs.” Based on the constructed curriculum and the preferred method of instruction, corresponding assessments will be chosen. The overall evaluation will be based on a change plan the student develops. Assessments within individual courses will compliment the change plan and reflect the appropriate assessment approaches. Traditional tools including research papers, writing samples and exams may be expected to be included in the courses as well as alternative assessment that include problem recognition tasks, diagnostic learning logs, and analytic memos.

Student Outcomes for MSE Program

Students are expected to meet the following outcomes in the MSE program.

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their profession.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as resource to, and collaborate with, others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

MSE Program Evaluation

The evaluation of the MSE program will be done through the use of a Professional Portfolio that will be designed by the student. At least two artifacts must be included for each of the six program outcomes above. Students must complete a reflection of each artifact that describes why and how the artifact demonstrates competency. The responsibility for selecting artifacts falls on the graduate student. The portfolio will be reviewed mid-way through the program and at the completion of the program. Informal feedback will be given when requested. At least one artifact must include a demonstration of the candidates writing ability.

Course Description

In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include the following:

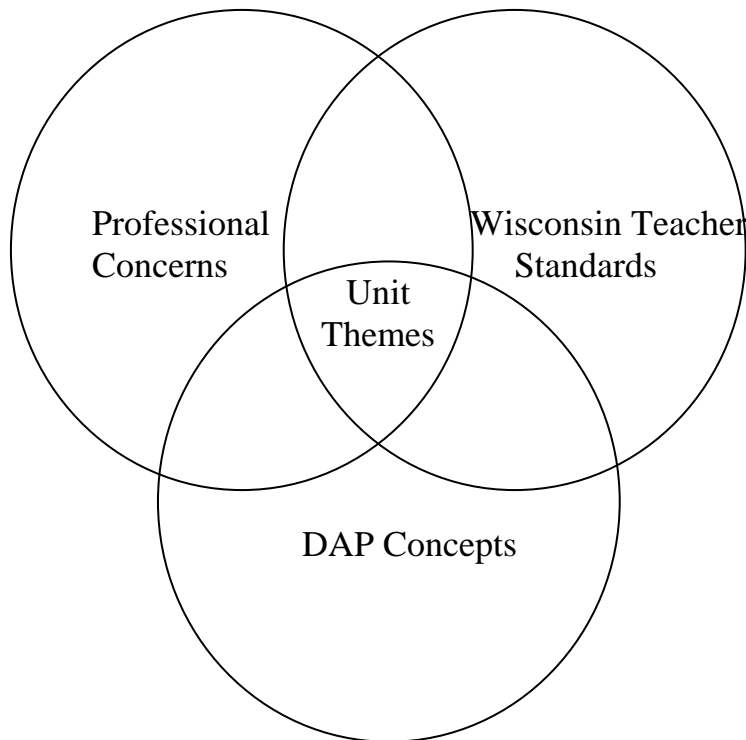
Theories of Cognition
Brain Development
Characteristics of Learners
Critical Thinking

Specific student outcomes for the course must also be met: The students will:

1. Identify learning problems or situations that are appropriate for DAP
2. Suggest several DAPs that are appropriate to each identified problem
3. Demonstrate application of DAP to the identified problem (s)
4. Provide reflective statements related to the application (s)
5. Defend the choice of one or more artifacts from the application(s) for inclusion in the final portfolio. The chosen artifact(s) reflections will include the use of the academic research to defend the DAP as “best practice”.

Unit Themes

The unit themes that are developed for this course are based on the intersection of needs that grow from professional concerns, Wisconsin Teacher Education Standards, and the developmental concepts. Graphically the intersection is illustrated below. A critical starting point in building a relevant course is the professional concerns of the participants.



Professional Concerns

A critical starting point in building a relevant course is the professional concerns of the participants. Professional concerns are defined in terms of individual student and district needs.

Wisconsin Teacher Standards

<http://dpi.wi.gov/tepd/pi34.html>

- 2. Teachers know how children grow-**The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3. Teachers understand that children learn differently-**The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4. Teachers know how to teach-** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills
- 8. Teachers know how to test for student progress-** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil
- 9. Teachers are able to evaluate themselves-** The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally

Teaching Approach

This course introduces the students to the Visual, Aural/Auditory, Read/Write, Kinesthetic (VARK) assessment tool (<http://www.vark-learn.com/english/index.asp>) to help determine learning style needs and corresponding teaching strategies. Cognitive processing is encouraging by using teaching strategies based on models of teaching that Joyce et.al have identified as appropriate to the cognitive theories suggested by Piaget, Bruner, and Vygotsky. The Co-OP, Co-OP cooperative learning model assures that an integrative approach to curriculum design is followed.

The approaches are also considered in terms of adult learning principles

(<http://www.ablongman.com/catalog/academic/product/0,1144,0205464645,00.html>).

Thus, the teaching approaches of the course model the curricular concepts that guide the content of the course.

Assignments

Based on the unit themes and identified problems, students will develop developmentally appropriate practices solutions. The problems and solutions will be developed by interest groups and presented to the class for critique. Individual students will develop at least two artifacts for inclusion in the final portfolio.

For example, a cohort group may determine that Developmentally Appropriate Practices (DAP) should be incorporated across the curriculum as delivery strategies for a district curriculum. The strategies develop would include, for example, early childhood teachers might develop eye-hand coordination DAP strategies and middle school teachers might develop differentiated instruction in mathematics problem solving appropriate for concrete and abstract learners.

Assessment and Evaluation

The assessment approach models the concept of assessment used as a teaching approach, as well as complimenting the need of the individual student to build a portfolio that reflects the overall principles guiding the construction of MSE program.

The concept of assessment means that professors and students together, as co-professionals are concerned with what students have learned and what still needs to be mastered, what is taught effectively and what needs to be taught better.

Evaluation is of course important and the determination of grades for this course will be based on an appropriate rubric that grows from the course units and product produced. A sample rubric is attached.

Grading Scale

1. Participates in development of course themes 10%
2. Generates problems and solutions for consideration by class members 30%
3. Develops a product for course (see rubric) 60%

A=90-100

B=80-89

C=70-79

D or F=Unacceptable for graduate course consideration

Attendance Policy

Attendance is expected at all class sessions. If a situation occurs which prevents a student from attending, (eg. Religious holidays, emergencies etc.) the instructor shall be notified in advance. Repeated absences or failure to notify will result in a reduction in course grade.

Accommodations for Students with Specific Needs:

Accommodations will be provided for students with physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the instructor to discuss accommodations for this course, or contact the office of Services for Student with Disabilities, 116 Warner Hall, UW-Platteville, 608.342-1818.

Textbooks

Bredekamp, S. & Copple, C. (Ed.). (1997). *Developmentally appropriate practice in early childhood programs, revised edition*. Washington, DC: National Association for the Education of Young Children.

Bredekamp, S. & Copple, C. (2006). *Basics of developmentally appropriate practice*. Washington, DC: National Association for the Education of Young Children.

Woolfolk, A. (2005). *Active Learning Edition: Educational Psychology*. Boston: Pearson

Resources

Theories of Cognitive Development

To be developed

<http://www.infed.org/thinkers/bruner.htm>

<http://www.piaget.org/>

<http://tip.psychology.org/vygotsky.html>

Brain Development

Galinsky, E. (1997). New research on the brain development of young children: Implications for families, early education and care. *CAEYC Connections*, 117-18.

Richey, D.D., & Wheeler, J. J. (2000). *Inclusive early childhood education*, Albany, NY: Delmar.

Schirrmacher, R. (2002). *Art and creative development for young children*, Albany, NY: Delmar Thomson Learning.

Shore, R. (1997). *Rethinking the brain*. New York: Families and Work Institute.

<http://www.kidsource.com/kidsource/content4/brain.development.html>

<http://www.nldontheweb.org/ramsburg.htm>

http://www.ces.ncsu.edu/depts/fcs/human/pubs/brain_nc.html

<http://www.smartstart-nc.org/parents/brain.htm>

<http://www.ecewebguide.com/brain.html>

http://www.funderstanding.com/brain_based_learning.cfm