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**FOUN 3120 Syllabus**

**Adolescent Development II**

**Spring 2023**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Hyun Sung Jang

**E-Mail:** [hzj0046@auburn.edu](mailto:hzj0046@auburn.edu)

**Office Hours**: By email appointment

**Office Location:** Haley Center 2320

**Class Location:** Asynchronous

**Prerequisites:** Admission to Teacher Education;   
FOUN 3110 or FOUN 3113 or   
CTSE 4090 or CTSE 4070 or   
CTSE 4073) and (EDUC 3000   
or FOUN 3000 and RSED 3000   
or RSED 3003)

**Adolescent Development, Learning, Motivation, and Assessment II**

|  |  |
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| * **Instructor: Hyun Sung Jang (**[**hzj0046@auburn.edu**](mailto:hzj0046@auburn.edu)**)** * **Meeting time: Asynchronous (3 hours)** | |
| **Office: Haley 2320** | **Office Hours: By appointment** |

**Foundations 3120**

**Texts:** Any potential supplementary readings, cases, hand-outs and projects to be assigned throughout the course will be provided through Canvas.

**Course Description:** This course will provide an integrated overview of issues

central to educational psychology by specifically focusing on different motivational theories,

measurement, and evaluation in the context of instructional planning. It will be

conducted using a case and project-based approach to learning and instruction that can be used in the learners’ classrooms.

**Course Objectives**: This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. The objectives for each group are listed below separately, aligned with the Alabama State Standards as of March 2007. Please read objective details that are listed in Appendix A. In summary, I want you to accomplish the following objectives at the end of the course:

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| **Areas** | **Descriptions** |
| **Teaching** | You will be able to design your lessons from different viewpoints based on motivational theories, including behavioral, metacognitive, and socio-emotional perspectives. In your discipline (e.g., math education), you have learned how to effectively teach your subject using a variety of pedagogies (e.g., how to teach math well?). Based on FOUN 3110 and FOUN 3120, you will have expanded your perspective of lesson planning and evaluation through the lens of educational psychology (e.g., how to motivate my students to study math? how to help them maintain motivation? What factors would affect their motivation and evaluation?...etc.). |
| **Classroom Management** | You will be able to develop your understanding of how to manage your students’ misbehaviors as well as how to cater to different learning styles throughout this course. By doing this, if you think of the content knowledge that you have acquired as a seed (e.g., math education), this course will have helped you expand your perspective of how to plant and grow the seed successfully by removing potential obstacles (e.g. conflicts with students). |
| **Communication** | You will be able to enhance your communication skills for your students and their parents. By integrating contextual factors within your instruction, you will have gained the understanding of how to facilitate effective discourses with students or their parents as well as how to generate feedback that encourage students to learn. |

**Course Expectations**

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| Since this is an asynchronous class, there are both pros and cons in learning. One of the benefits is that you can complete the course material at your own pace and at a convenient time. However, you may feel isolated due to the lack of face-to-face interactions and may struggle with time management. To help you succeed in my class, here are my expectations for you. Please read them. | |
| 1 | **Communication**  A picture containing doll, clipart  Description automatically generatedPlease be sure to check your email and our Canvas page regularly. The following will be posted on Canvas: course information, announcements, assignment feedback, dates for assignments, and information on readings/other assignments that are due. Again, it is highly recommended that you refer to the course Canvas page regularly and frequently as there may be information that pertains to you and/or the completion of assignments. **If you have any questions regarding this course, please do not hesitate to email me.** |
| 2 | **Respect**  Diagram  Description automatically generatedI believe that respect is the baseline for every human activity. Since we do not meet face-to-face, there could be higher anxiety in terms of communicating with peers and faculty. I want you to demonstrate mutual respect with me and your colleagues. Without respect, no successful learning can be achieved. Please be respectful in your language and behavior. |
| 3 | **Professionalism**  Text  Description automatically generatedAs faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:   * Engage in responsible and ethical professional practices * Contribute to collaborative learning communities * Demonstrate a commitment to diversity * Model and nurture intellectual vitality * Be sure to put in the appropriate time and effort |

**Important Resources**

Not only do I value your work in this course, but also I value your mental health and experiences outside of the course. That said, I want to share the following resources with you before discussing more details about this course. Please know that I am here for you and support you to the fullest. If you are struggling, please remember that you are not alone. We are here to help you. It’s okay not to be okay, but you should not let it deceive and defeat you because as a human being, you are important and valuable.

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| **Mental & Physical Health** | |
| Counseling services | <https://scps.auburn.edu/> |
| Heath & wellness services | <http://health.auburn.edu/> |
| AU Medical Center | <https://cws.auburn.edu/aumc/> |

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| **Others** | |
| AU library | <https://www.lib.auburn.edu/> |
| Office of Accessibility | <https://accessibility.auburn.edu/> |
| Tiger Transit | <https://www.auburn.edu/administration/parking_transit/transit/index.php> |

**Diagram

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**Course Requirements**

The main purpose of the following course activities is to (1) help *you* develop your practical skills for planning, teaching, and reflecting on your lesson so that you are prepared for your student-teaching as well as teaching career and (2) help *us* create a more interactive and memorable class. Make sure to read the following activities carefully and ask me questions as needed.

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| **1. Quizzes (90 points)** |
| * **Purpose:** As a preservice teacher, it is important for you to know how to retain and retrieve knowledge. It is because not only will you need to demonstrate your competence in class but also, you will need to help your students process their learning effectively. Additionally, these quiz activities will help me learn about your learning progress. If you are struggling with any topic, I can provide you proper guidance and support before you fall behind in class. * **Description:** There will be **three** quizzes for this class. Each quiz will cover different topics. **All of the quiz questions will come from my lectures and course activities. Questions will be reviewed, and the format of the quiz will be mentioned in my lecture videos.** Therefore, it is important for you to watch my videos carefully and understand the content. DO NOT postpone watching them as you want to be proactive for these quizzes.  |  |  |  | | --- | --- | --- | | **Quizzes** | **Topics** | **Due Dates** | | 1 (30 pts) | Syllabus | January 18 | | 2 (30 pts) | Behavioral Views of Learning I, II  (Weeks 2 & 3) | February 01 | | 3 (30 pts) | Motivation in Learning and Teaching I, II  (Weeks 7 &10) | March 22 |  * **Instructions** Step 1. Watch my videos and complete class activities. When doing so, make notes about your takeaways.  Step 2. Go to Canvas and complete each quiz by the due date. |

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| **2. Discussion Posts (160 points)** |
| * **Purpose:** Collaboration is the key to success in learning. Through quiz activities, you will demonstrate your knowledge acquisition. Through discussion posts, you will expand the knowledge that you have acquired by interacting with your colleagues. Also, the asynchronous class modality challenges peer/faculty interactions, resulting in a lack of belongingness. To mitigate this, we will support each other’s growth by communicating together. * **Description:** There will be **four** discussion poststhat you need to upload for this class. Based on the lecture videos and activities that you complete, you will be asked to respond to my prompts. Additionally, there will be at least one activity/question in each discussion post where you will be asked to upload pictures, share YouTube videos, or upload other materials about yourself. For example, you may be asked to share your favorite music from YouTube or upload a picture of the country that you want to travel to. By doing this, we will try to foster positive and interactive learning environments. **Make sure to check both submission and response due dates.**  |  |  |  |  | | --- | --- | --- | --- | | **Discussions** | **Topics** | **Due Dates**  **(Submission)** | **Due Dates**  **(Response)** | | 1 (40 pts) | Behavioral Views of Learning I  (Week 2) | January 25 | January 28 | | 2 (40 pts) | Social Cognitive Views of Learning I (Week 5) | February 15 | February 18 | | 3 (40 pts) | Social Cognitive Views of Learning II (Week 6) | February 22 | February 25 | | 4 (40 pts) | Learning Styles (Week 11) | March 29 | April 01 |  * **Instructions** Step 1. Watch my videos and complete class activities. When doing so, make notes about your takeaways.  Step 2. Go to Canvas and complete each discussion post by the due date.  Step 3. Review and comment on at least **two** other classmates’ posts.  (*Note: If you do not complete Step 3, you will NOT receive full points for your discussion post*). |

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| **3. Portfolio (300 points)** |
| * **Purpose:** Your goal is to procure all different kinds of skills and knowledge for your future teaching. These portfolio assignments will help you (1) reflect on who you are as a future educator, (2) develop your pedagogies and increase your confidence in classroom management and teaching, and (3) envision your teaching career and what kind of education legacy that you want to leave in your students’ minds. * **Description:** There will be **three** portfolio assignments that you need to complete for this class. All of them will be combined as a whole in the end. Specific guidance will be provided when that time approaches. **I strongly encourage you to take notes while watching my lecture videos/other supplementary videos as you will be asked to utilize them for your portfolio project.**   In our second class meeting, you will be asked to bring your portfolio and share what you have compiled, prepared, and reflected on throughout this course. **Failure to attend the meeting will lead to the deduction of points for your portfolio project.**  |  |  |  |  | | --- | --- | --- | --- | | **Evaluator** | **Portofilio** | **Topics** | **Due Dates** | | Me | 1 (100 pts) | Who am I as a teacher? | February 22 | | 2 (100 pts) | How will I structure my class as a teacher? | April 12 | | 3 (100 pts) | How do I want to be remembered as a teacher? | April 26 | | You | 4 (100 pts) | My journey as a teacher | When you retire | | **\*\*Make sure to attend the second class meeting\*\*** | | | |   The last assignment of your portfolio project will be assigned by me but graded by you. After this class, I want you to bring your portfolio to your future classroom when embarking on your teaching career. As your journey goes further, I want you to revisit your portfolio and keep adding or editing it as your teaching philosophy may change or become reassured based on your teaching experience. The beliefs that you uphold are likely to be expanded and specified every year that you teach as you will have students coming from different generations and cultures. When you retire, I want you to reflect on your journey as a teacher and read your portfolio and you will grade yourself on your teaching profession and reflect on what kind of legacy you have left in education.   * **Instructions** Step 1. Watch my videos and complete class activities. When doing so, make notes about your takeaways.  Step 2. Read my instructions carefully and complete all of the requirements. |

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| **4. Survey (100 points)** |
| I value your perspective as a student in this class because it helps me understand how to satisfy your learning needs and goals. Also, this class exists for you, not for me. I want you to take ownership and voice your thoughts and feelings about this course so that I can assist you better.  **Survey About Me (50 pts)**   * **Purpose:** Students will reflect on their past educational life and express their learning needs and goals to optimize learning in this course. * **Description:** In the beginning of the class, you will be asked to complete a survey that helps me understand what kind of challenges you have had, what your learning needs are, and what your future goals are, in order to adequately support you throughout this semester. * **Instructions** Step 1. Access the survey on Canvas.  Step 2. Honestly answer survey items.   **Mid-Semester Check-In (50 pts)**   * **Purpose:** Students will evaluate their learning from this course and contribute to the development of future learning activities and the course design. * **Description:** In the middle of the semester, you will be asked to complete a survey that helps me understand how your learning has been, any topics that you wished to have investigated, and your concerns that you could not express to me for any reason. By doing this, we will create a more responsive and student-centered class. * **Instructions** Step 1. Access the survey on Canvas.  Step 2. Honestly answer survey items. |

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| **5. Meetings (150 points)** |
| **Individual Meeting (50 pts)**   * **Purpose:** Students will meet with the instructor to discuss the goals and needs for this course and establish relationships with the instructor. * **Description:** At the end of January, the individual meeting schedule for February will be shared with everyone via Canvas. This **mandatory** meeting will occur either in-person or on Zoom depending on your preference, and it will last approximately 10-15 minutes. Through this meeting, you can share any concerns about the course or learning in general as well as any accommodations that you need. Additionally, I want to learn about you, so please share your hobbies, interests, or anything about yourself! The more I know about you, the better I can help you.   If none of the time slots work with your schedule, please email me ASAP to arrange our meeting time. Also, please have this meeting in a non-disturbing location if you choose the Zoom option.   **First/Second Class Meeting (50 pts each)**   * **Purpose:** Students will expand their understanding of the course content through discussions and hands-on activities. * **Description:** There will be two in-person meetings that are **mandatory**. **Specific days/times will be announced when that time approaches.** I will make the Zoom option available for those who are not physically able to join us. However, I encourage you to come to these meetings in-person to maximize your learning and get to know your colleagues better. **If you are not able to attend any of these meetings due to emergency situations, you have to let me know as soon as possible.**  |  |  |  | | --- | --- | --- | | **Meetings** | **Dates/Times** | **Place** | | First | February | Haley 2406 | | Second | April | Haley 2406 | |

**Course Evaluation**

**Grading Scale**:

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60 %

F = below 60%

**Total Possible Points:**

|  |  |
| --- | --- |
| Quizzes | 90 points |
| Discussion Posts  Portfolio | 160 points  300 points |
|  |  |
|  |  |
| Survey About Me  Mid-Semester Check In  Meetings | 50 points  50 points  150 points |
| **Total** | **800 points** |

**A (90-100%)**

A student obtaining a participation grade of “A” will be one who comes to class prepared and is constantly seeking to share experiences and engage professionally in interactions with the class. An “A” grade means *all* homework/discussion assignments are completed. **In other words, if any of the assignments are not completed, you will NOT receive an A even though your average grade is over 90.**

**B (80-89%)**

A student receiving a “B” will be prepared and active within the class, but at times take less than a leadership role in pursuing the issues which arise.

**C (70-79%)**

A student receiving a “C” will play an inconsistent or limited role in the life of the class.

**D/F (60-69% or below 60%)**

The grades of “D” or “F” will be given to those students not regularly participating in class discussions/activities or consistently unprepared for class.

**Course Policy**

**Extension and Late work:** All assignments are due by their corresponding due dates (See our course schedule on page 12). Unless you have emergency situations, I expect you to complete assignments by the due dates. In fact, completing assignments on time will help you manage your coursework and successfully pass this class. However, you may be overwhelmed and have high stress or anxiety from the courses that you are taking. Or, you wish to have more time for your assignments because your family or friends are visiting you and you want to spend time with them. Or, you may want to dedicate more time to polish your assignments. I understand all of the circumstances and want to help you. **Therefore, I allow you to request extensions via email regarding your assignments when needed. In your email, I want you to briefly give me the justification for the extension and the specific date when you are going to submit your assignments. These requests will be evaluated on a case-by-case basis at the discretion of the instructor, meaning that I may not allow your extension request if I think that you are abusing this policy. Please be professional and extend the deadline of your assignment only when needed.**

If you miss any of your assignments without arranging an extension with me in advance via Email, you will be instructed as follows:

* **1st Time Missing**: You will receive my warning email about the absence of your work. You are welcome to set up an appointment with me if you want to share anything that I need to know. Depending on our conversation, you will be asked to complete the missing assignment by the updated due date determined by the instructor. If you miss the updated due date again without communicating with me, this missing work will be counted as the 2nd time missing.
* **2nd Time Missing**: If you miss the same assignment that you missed at the first time or have missed two different assignments, you will be asked to attend a mandatory meeting with me via Zoom or in person (depending on situations). If you do not attend this meeting, the assignment that you missed will NOT be accepted. This meeting aims to help us discuss your time management challenges and solutions to overcome them. After this mandatory meeting, if you miss any future assignments again without communicating with me, they will NOT be accepted as I have given you two chances. **In this case, you will NOT be able to receive an A from this course because the work that you missed will be considered incomplete.**

All of the late work and associated penalties will be accepted and determined at the discretion of the instructor. Additionally, even though each assignment has a different point value (e.g., Quiz weighs 30 points but Portfolio weighs 100 points), I will only count the number of your missing assignments regardless of the points associated with your late work. **I value your education and want you to succeed in my class; therefore, please mark due dates on your calendar and occasionally check your schedule.**

***Students are responsible for initiating arrangements for missed work due to excused absences. Work that is missed for unexcused absences will not be accepted. Late materials will only be accepted if arrangements are made before the due date and the absence is excused.***

**Attendance**: Your attendance, inasmuch as it is related to participation, is expected for all classes. **When on Zoom, your camera should be on and you should be in view at all times.** If you need to turn your camera off momentarily, that is fine. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner.

**Face-covering policy:** To ensure everyone’s safety, **all students may be asked to wear a proper face covering or face mask at all times depending on the number of COVID or other flu cases**. Appropriate facial coverings include surgical masks, KN-95 or N95 masks, or cloth face masks made of a minimum of two layers of fabric. Your facial covering or face mask must fully cover your nose and mouth at all times when in the classroom. The instructor may revisit this policy if the public health situation substantially changes, and this classroom policy is in place regardless of whether and campus-wide, local, or state mask mandate are in place (Please see the following website for more detailed information: <https://auburn.edu/covid-resource-center/policies/safe-practices/>)

**Accommodations for Students with Disabilities**: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged to set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodation, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TTY).

**Academic Misconduct**: The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for 2020-2021 for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the code.

**Incompletes and Withdrawals**: Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin 2017-2018).

**Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow for completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Course Schedule**

*Note: I encourage you to print out this schedule and post it where you can see it easily.   
“S” stands for submission and “R” stands for response due dates.*

|  |  |  |
| --- | --- | --- |
| **Weeks** | **Topics** | **Assignment**  **Due Dates** |
| 1  (01/12/23) | * **Course Introduction**   + Syllabus   + Expectations | Quiz 1 (Due: 01/18)  Survey About Me  (Due: 01/18) |
|  | | |
| 2  (01/19/23) | * **Behavioral Views of Learning I**    + Classical conditioning   + Operant conditioning   + Observational learning   + Applied behavior analysis for teaching | Discussion #1  (Due: 01/25(S), 01/28(R)) |
|  | | |
| 3  (01/26/23) | * **Behavioral Views of Learning II**   + Classical conditioning   + Operant conditioning   + Observational learning   + Applied behavior analysis for teaching | Quiz 2  (Due: 02/01) |
|  | | |
| 4  (02/02/23) | **First Meeting**  **(*Note: specific day/time will be announced later*)**   * **Complex Cognitive Processes**    + Metacognition   + Learning Strategies |  |
|  | | |
| 5  (02/09/23) | * **Social Cognitive Views of Learning I**    + Social Cognitive Theory   + Modeling: Learning by Observing Others   Agency and Self-Efficacy | Discussion #2  (Due: 02/15(S), 02/18(R)) |
|  | | |
| 6  (02/16/23) | * **Social Cognitive Views of Learning II**    + Self-Regulated Learning: Skill and Will   + Teaching Toward Self-Efficacy and  Self-Regulated Learning | Discussion #3  (Due: 02/22(S), 02/25(R))  Portfolio #1  (Due: 02/22) |
|  | | |
| 7  (02/23/23) | * **Motivation in Learning and Teaching I**   + What Is Motivation?   + Needs and Self-Determination   + Autonomy-Supportive Teaching | Mid-Semester Check In Survey  (Due: 03/01) |
|  | | |
| 8  (03/02/23) | **TBA** |  |
|  | | |
| 9  (03/09/23) | **Spring Break**  **NO CLASS** |  |
|  | | |
| 10  (03/16/23) | * **Motivation in Learning and Teaching II**   + Expectancy-Value-Cost Explanations   + Attributions and Beliefs About Knowledge, Ability, and Self-Worth | Quiz 3  (Due: 03/22) |
|  | | |
| 11  (03/23/23) | * **Learning Styles**    + Dunn and Dunn   + Kolb | Discussion #4  (Due: 03/29(S), 04/01(R)) |
|  | | |
| 12  (03/30/23) | **Workday** |  |
|  | | |
| 13  (04/06/23) | * **Classroom Management I**   *Note: Specific topics will be decided based on students’ needs and goals after the mid-semester survey* | Portfolio #2  (Due: 04/12) |
|  | | |
| 14  (04/13/23) | * **Classroom Management II**   *Note: Specific topics will be decided based on students’ needs and goals after the mid-semester survey* |  |
|  | | |
| 15  (04/20/23) | * **Assessment in Adolescent Education**   + Performance Assessment | Portfolio #3  (Due: 04/26) |
|  | | |
| 16  (04/27/23) | **Second Meeting**  **(*Note: specific day/time will be announced later*)**   * Professional Development Conference   + Portfolio discussion   + Course reflection |  |
|  | | |
| 17  (05/04/23) | FINAL EXAM | |

**(NOTE: This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made)**

**Appendix A**

**Course Objective Details**

**Objectives Continuing Throughout the Courses FOUN 3110 and 3120**

Knowledge of:

* Levels of readiness in learning and different learning styles. **2(b)1(iv)**
* How student learning is influenced by individual experiences, talents, and prior learning,

including language and family/community values and conditions and that each disability has many ability levels. **2(c)1(i)**

* Developmentally appropriate teaching practices. **2(d)1(iv)**
* How to use a wide variety of school and community materials and human and technological resources. **2(d)1(vii)**
* How to identify the interests and preferences of students with diverse needs including students with disabilities. **2(e)1(i)**
* The importance of teacher expectations and their relationship to student performance. **2(e)1(v)**
* Standard speech and written communication. **2(f)1(i)**
* Appropriate professional behavior and dispositions expected of professionals. **2(i)1(i)**
* Importance of keeping accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications. **2(i)1(iii)**
* How to reflect on and modify personal/cultural biases that can affect teaching practice. **2(i)1(iv)**
* Current educational issues and trends. **2(i)1(vi)**
* How to access school, community, state, and other resources and referral services**. 2(j)1(iv)**

Ability to:

* Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities. **2(b)2(i)**
* Apply knowledge of student learning and development in planning, selection of instructional strategies, classroom management techniques, communication, assessment, and collaboration to create appropriate, challenging, and supportive learning opportunities for students. **2(b)2(ii)**
* Share responsibility for education of students with diverse needs including students with

disabilities to ensure implementation of appropriate instructional strategies. **2(d)2(i)**

* Modify tasks and/or accommodate individual needs. **2(d)2(iii)**

Provide a variety of ways for students with diverse needs including students with disabilities to demonstrate their learning. **2(d)2(iv)**

* Adjust instruction in response to information gathered from ongoing monitoring of performance and progress of students with diverse needs including students with disabilities. **2(d)2(v)**
* Use strategies that promote the independence, self-control, and self-advocacy of all students. **2(d)2(vi)**
* Vary teaching roles such as instructor, facilitator, coach, listener, and mentor. **2(d)2(xiv)**
* Use interests and preferences of students to design activities that encourage students with diverse needs including students with disabilities to make positive contributions. **2(e)2(i)**
* Take action to promote positive social relationships among students, including age-appropriate peers and students with disabilities. **2(e)2(ii)**
* Create learning environments that encourage engagement, self-motivation, academic and social learning. **2(e)2(iii)**
* Design learning environments to respect and accommodate diverse needs. **2(e)2(v)**
* Encourage students to assume increasing responsibility for themselves and promote each others’ learning. **2(e)2(vii)**
* Organize, allocate, and manage the resources of time, space and activities **2(e)2(viii)**
* Select teaching resources, curriculum materials, and technology appropriate for students with diverse backgrounds and reading skills. **2(g)2(iv)**
* Engage all students in assessing and understanding their own learning and behavior. **2(h)2(iii)**
* Engage in and reflect on meaningful professional development activities in order to enhance teaching and learning. **2(i)2(i)**
* Communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners. **2(i)2(iii)**
* Articulate a personal philosophy and its relationship to teaching practices. **2(i)2(v)**
* Use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. **2(i)2(vi)**
* Maintain confidential student information in a professional manner. **2(i)2(vii)**
* The importance of families as active partners in planning instruction and services. **2(j)1(iii)**
* Use confidential student information in a professional manner **2(j)2(vi)**

**Learning Objectives of FOUN 3120**

Knowledge of:

* Multiple learning theories and research-based teaching practices. **2(b)1(v)**
* How individual students learn. **2(b)1(vi)**
* Advantages and limitations associated with various instructional strategies. **2(d)1(i)**
* How to select and support the use of instructional and assistive technologies. **2(d)1(ii)**
* Teaching and learning theory. **2(d)1(iii)**
* Factors and situations that promote or diminish intrinsic motivation. **2(e)1(ii)**
* Appropriate classroom/behavior management and discipline techniques such as positive behavior support strategies. **2(e)1(iv)**

Ability to:

* Make developmentally appropriate choices in selecting teaching strategies to meet the needs of diverse learners. **2(d)2(vii)**
* Evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction. **2(d)2(xiii)**
* Use appropriate classroom/behavior management and discipline techniques.**2(e)2(ix)**
* Communicate optimal expectations for each student. **2(e)2(x)**
* Organize, use, and monitor a variety of student groupings for instruction. **2(e)2(xi)**

**Assessment Objectives of FOUN 3120**

Knowledge of:

* Methods for assessing advantages and limitations of current and emerging technologies and tools for instruction, student assessment, management, reporting purposes and communication. **2(d)1(vi)**
* Purposes, strengths, and limitations of formal and informal assessment approaches. **2(h)1(i)**
* Measurement - related issues such as validity, reliability, norms, bias, scoring concerns and ethical uses of tests and test results. **2(h)1(iii)**
* Current state assessment requirements and procedures. **2(h)1(iv)**
* Importance of keeping accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications. **2(i)1(iii)**

Ability to:

* Model appropriate verbal and written communication. **2(f)2(iv)**
* Use data to guide instruction. **2(g)2(i)**
* Design and use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives. **2(h)2(i)**
* Collaborate with others to incorporate accommodations into all assessments. **2(h)2(ii)**
* Focus on student learning based on interpretation of reports from standardized tests currently required statewide, other assessments of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience. **2(h)2(vii)**
* How to evaluate one’s performance as a teacher. **2(i)2(v)**