Dispositions: Model Code of Ethics for Educators

DTGSS

Gobal awareness is knowledge of the interrelatedness of local, global, and international cultures. It is the understanding that our world is an interconnected system. Cultivating global awareness involves the ability to understand, respect, and get curious about challenges, trends, and systems present on a global level. College of Education and Liberal Arts Educator Preparation Programs foster global awareness by preparing and empowering teacher candidates to integrate that knowledge in their PreK - 12 classrooms. Candidates enrolled in Adolescent Growth and Development will develop an understanding of how the unique developmental range of adolescence is affected by living in a global society.

Oulturally responsive practices acknowledge and honor the experiences and perspectives of children and their families as a tool to support them more effectively. This practice emphasizes incorporation of different perspectives that create an inclusive, relevant, and supportive environment for learners from various backgrounds. The College of Education and Liberal Arts Educator Preparation Programs incorporate culturally relevant instruction that integrate a wide variety of instructional strategies connected to different approaches to learning. Candidates enrolled in Adolescent Growth and Development will foster their understanding of how cultural differences are essential to the devlopment of personal identity in the developing adolescent.

A variety of teaching methods including inquiry based learning, game-based learning,

- Understand and delineate the physical development of the school-age child, including the changes in fine motor and gross motor skills.
- Understand and describe the physical maturation during pubescence of males and of females and delineate the changes that create difficulty for adolescents adjusting to their changing body image.
- Understand and summarize the qualities of friendship and dimensions of peer groups as well as the effect of peer pressure on the adolescent.
- Know and understand some of the cultural and social values that children assimilate in language development.

1.

5. Week 4 Formative work	(6.25%)	
6. Week 5 Formative work	(6.25%)	
7. Week 6 Formative work	(3.125%)	
8. Week 7 Formative work	(15.625%)	
9. SEA Pre-work	(14%)	
10. SEA Final	(14%)	

details and resources, including Open Educational Resources (OERs), and the course outline, can be found on the course site.

Academic Policies

Procedure/ Guidelines for Receiving Special Accommodations

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Ea

responsibility to obtain and complete assignments on the due dates. Students who register and enter [(21)-5urse 792 g0

The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The candidate will design developmentally appropriate and challenging learning experiences for a specific student. A scoring rubric will be used to assess the candidate's understanding of this standard based on the specific knowledge components.

Prepare a case study of a student in a secondary grade which includes an evaluation of the child and recommendations that will assist in promoting academic success.

The following information should be included in your case study:

- 1. Background information about the child. Include the child's age, familial information, and anything else that you think may be relevant (based on our discussions in class) to understanding the child. Do not give the child's full name (respect the confidentiality of the child and his/her family).
- 2. Setting of observation 'please describe each situation in which you observed the child.
- 3. A thorough description of the child's physical, intellectual, emotional and social characteristics and how development in any one area may affect performance in others. Make sure that the information you include is relevant in terms of describing the child developmentally and his/her readiness for learning.
- 4. A report of any assessment data collected as part of your observations of the child.
- 5. What stages of the life span is the child in? What stages would Piaget and Erikson place the child in? How did you reach these conclusions? Give specific examples from your assessment data that led to your conclusions.
- 6. What do you expect to see from this child physically, intellectually, emotionally, and socially now and in the near future.
- 7. As an educator, what course of action would you take with this child in your classroom and what would you recommend to the child's parents based on your observations and conclusions to facilitate learning. What learning experiences would you create based upon this child's strengths, interests and needs.

value: 1.00 value: 2.00	value: 3.00	value: 4.00	Score/Level
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Understanding of how students acquired or constructed knowledge and developed

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level	
	1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. Essential Knowledge: 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.					
Understanding how student artifacts demonstrate Learner Development Attribute: connection to elements of standard	The candidate attempts to describe the artifact(s) and provide a rationale, but the explanation is vague or not clearly connected to Learner Development.	The candidate describes the artifact(s) and explains how the artifact demonstrates his or her understanding of the main idea of Learner Development. The language used is closely paraphrased or extensively quoted from the definition of the competency.	The candidate describes the artifact(s) and explains how the artifact demonstrates his or her understanding of Learner Development. The rationale includes key terms from the competency, yet the rationale is written in the	The candidate justifies how the artifact(s) demonstrates his or her under		

developmental needs is present