

EPC 420 Educational Psychology of Adolescence

Section type: Fully Online Synchronous, Fully Online Asynchronous, In-person

Section #

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Student Support Hours: M 3:00 PM-4:00 PM or by appointment

As members of our learning community, each of us is expected to engage with and uphold the shared understandings outlined in this syllabus. By continuing in the course, you acknowledge these guidelines as part of our collective commitment to equity, respect, and academic integrity.

Michael D. Eisner College of Education Conceptual Framework

The Michael D. Eisner College of Education, as a professional school, is committed to advancing learning, teaching, and student success. This is accomplished using a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well-educated, highly skilled, and caring persons who are lifelong learners prepared to practice in an ever-changing, multicultural world. They are committed to promoting the achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships throughout campus and with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professionals. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

- We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
- We value the achievement of all students at all levels and advance their success in accordance with national and state standards.
- We value an inclusive learning community.
- We value creative, critical, and reflective thinking and practice.
- We value ethical practice by caring professionals.

Catalogue Course Description:

Required of candidates in the Single Subject Credential Program. Study of theory and research in educational psychology for the successful teaching of adolescents. Subjects include learning, development, motivation, instruction, assessment, classroom management, individual/group differences, peer interactions, and family and community influences. Issues particularly pertinent to adolescence include identity development, self-esteem, suicide, crisis prevention, and conflict resolution. Implications for teaching students from culturally and linguistically diverse backgrounds are considered throughout the course. Students are required to complete two field-based assignments: an adolescent case study and a secondary classroom learning environment analysis. The course may be offered online, in a classroom setting, or both.

Course Objectives:

The primary goal of the course is to establish a solid knowledge foundation for success as a beginning teacher of adolescents. Specific objectives are that students will

1. Acquire specific knowledge about adolescent learning, development, and effective teacher-student interaction in the secondary school classroom.
2. Use knowledge of educational psychology and its principles to (a) perceive classroom events as psychologically meaningful, (b) design, develop, and evaluate instruction, (c) identify, understand, and solve teaching problems, and (d) create safe and supportive learning environments.
3. Understand the implications of students' backgrounds and development as they impact teaching and learning.
4. Acquire information about how gender, culture, language, and individual differences affect learning and teaching of adolescents.
5. Become more aware of one's own cognitive processes, attitudes, assumptions, values, and beliefs, and their implications for teaching effectiveness.
6. Understand how and when the use of multiple assessment tools and techniques can guide instructional decisions.
7. Become aware of journals, magazine reference works, and Internet sources that provide information published for educators.
8. Learn how to design and develop effective learning environments for secondary school students.
9. Learn how to communicate and work constructively with students, families, and community members to support adolescent achievement and well-being.
10. Learn when and how to access site-based and community resources and agencies in order to provide integrated support to meet the needs of each student.

Student Learning Outcomes

Single Subject Credential candidates will demonstrate proficiency in California's Teacher Performance Expectations (TPEs), which serve as the SLOs for the program:

- TPE 1) Engaging and supporting all students in learning
- TPE 2) Creating and maintaining effective environments for student learning
- TPE 3) Understanding and organizing subject matter for student learning
- TPE 4) Planning instruction and designing learning experiences for all students
- TPE 5) Assessing student learning
- TPE 6) Developing as a professional educator.
- TPE 7) Effective Literacy Instructions for All Students

Required Course Resources

- Textbook: Educational Psychology: Theory and Practice (12th ed.), Robert Slavin, 2018. Available at the CSUN bookstore, online vendors, and on reserve at Oviatt Library. Please note that older and international editions have different page numbers and may be missing some recent research and teacher standards information.
- Active CSUN email account
- Access to a teen, an adult, and a middle or high school credentialed teacher's classroom
- Personal, reliable, and daily access to a computer, *current* versions of standard application programs, and the Internet. This is an online course delivered via Canvas at <http://canvas.csun.edu>
- Access to Microsoft Word. CSUN students can obtain Microsoft Office for free. See the IT website or ask at the Student Store. All homework activities and assignments must be submitted as Word documents or PDF files. Be aware that work submitted in other formats, such as pages, will not be graded until resubmitted in the appropriate format.

Online Section Format

Fully online sections of EPC 420 are delivered via Canvas. They are asynchronous, meaning you can access them online any time during the week; there are no on-campus meetings or specific online meeting times. The class progresses through a specified topic scope and sequence together. Each week's material is posted Monday morning, with readings and classwork due before 11:59 pm the following Sunday (see the Course Schedule).

Online Section Time Demand

Please note that this online course section requires the same amount of time as the on-campus section. An on-campus course meets for approximately 3 hours each week and requires additional time outside of class to complete readings and assignments. This online section of the course requires the same amount of weekly dedication and participation. To be successful, it is best to set aside a dedicated time of at least 4 hours each week to complete the work.

Online Section Pre-Requisites

- Experience taking 3-unit online courses
- Experience taking online courses via Canvas, Moodle, or Blackboard
- Basic reading and writing skills
- Basic knowledge of Microsoft Word and Google Docs

Note: If asynchronous learning isn't the best fit for your learning style or schedule, please consider enrolling in a synchronous online or in-person section of this course. Our goal is to support your success, and choosing the best format for you is an important first step.

Official CSUN Email Account Policy

Email is the official form of campus communication. Students are responsible for activating and maintaining their campus email accounts to receive messages from instructors and official campus emails related to financial aid, registration, course changes, etc.

Course Evaluation: The course grade will be based on the following:

Quiz 0 -14	(10 pts each)	30% (150 points total)
16 Discussion Boards	(10 pts each)	32% (160 points total)
Mandated Reporter Certificate	(10 pts.)	2% (10 points total)
Transition Coalition Web Activity	(10 pts.)	2% (10 points total)
Assessment Matrix	(5 pts.)	1% (5 points total)
School Accountability	(5 pts.)	1% (5 pts total)
Assignment 1	(100 pts.)	20% (100 points total)
Assignment 2	(60 pts.)	12% (60 points total)

Total: _____ 100% (500 total course points)

The total number of course points possible is 500. The instructor assigns plus/minus grades based on a student's contributions and professionalism.

Grading with Integrity and Transparency: This course is grounded in principles of fairness, transparency, and mutual respect. We follow the academic integrity policies and student conduct guidelines outlined in the CSUN catalog to ensure equity across our learning community. Any updates to the syllabus or grading process will be clearly communicated to everyone through Canvas announcements so that no one is left out of the loop.

A	= 470-500	C+	= 385-399	D+	= 335-349
A-	= 469-450	C	= 365-384	D	= 315-334
B+	= 435-449	C-	= 350-364	D-	= 300-314
B	= 415-434			F	= below 300.
B-	= 414-400				

Participation as Community Practice: In this course, participation is more than a requirement—it's how we build a collaborative and inclusive learning space together. Your voice, experiences, and engagement matter. Each student is expected to contribute regularly and thoughtfully by engaging with course materials, completing activities, and honoring the ideas and identities of others in our community.

To ensure everyone's contributions are valued equitably, full participation credit is earned through complete, timely work, grounded in course concepts, and reflective of your best effort.

Discussion Boards: Building Knowledge in Community

There are 16 discussion boards in this course, each worth 10 points, for 160 points. These discussions are where we connect, reflect, and grow together. To receive full credit, you'll respond to the instructor's initial prompt each Thursday and engage with at least two classmates' posts by Sunday night. This schedule helps ensure everyone has time to read, reflect, and respond meaningfully. Please review the rubric and guidelines below to understand how your contributions will be supported and evaluated.

Homework Activities: Practicing What We're Learning Together

Regardless of course format type (asynchronous, synchronous, or in-person), each weekly module includes core readings (typically one chapter), lecture notes, slides, and optional resources designed to deepen understanding and promote equity-centered teaching practices. You'll also engage in a weekly discussion board activity to reflect on and apply new concepts.

Each lecture begins with an outline to help you navigate the material and prepare for the two major course assignments. Two additional homework activities are assigned during the semester—these are opportunities to apply what you're learning in real-world, student-focused ways.

Due dates are posted in multiple places (announcements, syllabus, calendar, Canvas pages) to support accessibility and planning. All homework is due at 11:59 PM on Sunday of the assigned week. **That said, life happens. If you need a 48-hour grace period, email your instructor—no explanation needed.** We're here to support you as a whole person, not just a student.

Quizzes: Checking In on Learning

This course includes 15 short, untimed quizzes that help you check your understanding of the weekly readings. You can find all quiz dates listed in the course schedule. These quizzes are not meant to be stressful, they're here to help reinforce your learning and offer low-stakes opportunities to engage with key concepts.

Access matters. If you have a documented disability or any other circumstance that affects your ability to complete quizzes, please email your instructor as soon as possible. We're committed to ensuring everyone has what they need to succeed.

Course Due Dates and Times: Staying Connected and On Track

This course offers an introduction to Educational Psychology, with new material introduced each week that builds on what we've just learned. To keep our learning community moving forward together, it's important that coursework is completed promptly and sequentially. Discussions and activities are grounded in current course material, not prior knowledge, so staying engaged each week helps everyone thrive.

You may submit your work any time from the activity's posting until the final due date. Submitting early is especially encouraged if you anticipate schedule conflicts due to work, caregiving, religious observance, or other commitments. If something important is happening in your life, you are always welcome to plan ahead.

If you experience a last-minute issue, like a medical, personal, or family emergency, please reach out. Life happens, and we'll work together to find a path forward. For tech issues, contact CSUN IT Help and, if possible, email your assignment to your instructor as a backup. Your success in this course matters, and we'll do what we can to support you.

Extra Credit: Honoring Effort and Engagement

From time to time, optional extra credit opportunities will be posted online. These unannounced activities recognize your ongoing effort, early engagement, and commitment to deepen your understanding of the course material.

Each extra credit activity will include a final submission date, and all earned points will be added to your Canvas grade. These opportunities are meant to celebrate growth, provide flexible ways to engage, and support your learning journey on your own terms.

Incomplete Course Grades: When Life Interrupts Learning

Sometimes, life throws challenges our way, making it hard to finish everything on time. You may request an Incomplete grade if you're facing serious, documented circumstances, such as a medical, family, or personal crisis. Requests must be submitted to the instructor before the final week of class and should align with the guidelines outlined in the CSUN Catalogue.

While submitting a request doesn't guarantee approval, I'll do my best to support you with empathy and fairness—your well-being matters.

Week	Topics	Sample Activities (with examples of TPEs not indicated elsewhere) for online section.	Assignments (with examples of TPEs not indicated elsewhere)
1	<ul style="list-style-type: none"> Overview of EPC 420 educational psychology and adolescence Chapter 1: Introduction to The Field of Educational Psychology 	<ul style="list-style-type: none"> Introductions: Share names, backgrounds, and interests in teaching and motivating teens Complete survey on course understanding Complete related background experience and skill survey (6.2 I) Explore the work of major educational psychology researchers, such as Piaget and Vygotsky. Discuss the key teacher traits and their relationship to adolescent motivation. Complete a reflection on what makes an “effective teacher.” (6.1 I) 	<ul style="list-style-type: none"> Discussion post 1: Intro Discussion post 2: Bias (6.2 P) Quiz 0 due Quiz 1 due <i>See the discussion post details on the pages. 10-12</i>
2	<ul style="list-style-type: none"> You, Bias, Bronfenbrenner & Bloom, Educational research, resources, and major perspectives on instruction and learning 	<ul style="list-style-type: none"> Review and define author bias Complete survey on assumptions about teacher qualifications Identify various definitions/meanings of the word <i>theory</i> Review evidence-based teaching definitions and strategies (3.2 I) Review Bronfenbrenner (1.1 I, 4.2 I) Review Bloom (3.1 I, 4.4 I) 	<ul style="list-style-type: none"> Quiz 2 due Discussion post 3: Bioecological Influence (1.1 P) Discussion post 4: Using Bloom to support students considering their bioecological context (4.2 P, 4.4 P)
3	<ul style="list-style-type: none"> Chapter 2: Cognitive Development Linguistic Development 	<ul style="list-style-type: none"> View videos and read about human cognitive and social development (4.2 I) Describe Piaget’s stages of cognitive development and recent research on these stages. (4.2 I) Review lesson scaffolding examples and then design a scaffolding plan to teach a hobby, subject, or interest (1.1 P) Review brain development, parts, and functions of the brain. (4.2 I) Compare the adolescent psychological-cognitive cycle with pre/post-adolescent cycle (4.2 I) Learn about communicating with teens, teens at risk, and parents (1.2 I, 6.6 I) 	<ul style="list-style-type: none"> Mandated Reporter Certificate (6.6 I, 6.6 P) Review Teen Development Profile Quiz 3 due Discussion post 5: Developmental stage, strategies & TPE connection (1.1 P, 4.2 P)
4	<ul style="list-style-type: none"> Chapter 3: Social and Moral Development Adolescence: personal, social, and moral development theories, models, and research 	<ul style="list-style-type: none"> View videos and read about adolescence Review definitions of adolescence Read about the Ecocultural Model Identify strategies for educating and communicating with diverse adolescent populations (1.1 I) Identify strategies for involving and communicating with parents/ guardians and families (1.2 P) Read about abuse and mandated reporting, suicide, gangs, bullying, conflict resolution, and school/community resources (2.1 I, 2.3 I, 2.4 I, 6.6 I) 	<ul style="list-style-type: none"> Describe & Analyze a School Ecosystem (1.1 I, 2.1 I, 2.3 I) Prepare for Assignment 1: Teen Case Study Quiz 4 due Discussion post 6: Personal, social, & moral development (1.1 P, 2.1 P, 4.2 P)

	<ul style="list-style-type: none"> Erickson, Kohlberg, Gilligan, etc. 	<ul style="list-style-type: none"> Create a list of signs of teen abuse and helpful contact information (2.4 P, 6.6 P) Read about teen novelty, risk-taking danger, and boredom 	
5	<ul style="list-style-type: none"> Chapter 4: Diversity, Group Differences, and Multicultural Education 	<ul style="list-style-type: none"> View videos and read about humanism (2.2 I) View videos and read about teen diversity, uniqueness, and commonalities (gender, background, culture, language, SES,) (1.4 I, 4.2 I, 4.5 I) Identify your social values and learn about stereotyping (6.2 P) Identify strategies for supporting teens with diverse needs (2.3 I, 4.4 I, 5.8 I 7.2 I, 7.3 I) Review learning styles, information, and research Identify your learning style View videos and read about intelligence Cultural and Linguistic Diversity: Examine how culture, language, and socioeconomic status influence learning and how educators can promote equity and responsiveness in diverse classrooms. (1.1 I, 1.4 I, 2.2 I, 4.4 I) 	<ul style="list-style-type: none"> Quiz 5 due Quiz 6 due Discussion post 7: Diversity & exceptional learners (1.1 P, 1.4 P, 1.6 I, 2.3 P, 4.4 P)
6	<ul style="list-style-type: none"> Chapter 5 & 6: Behavioral Theories of Learning Behaviorism and social learning 	<ul style="list-style-type: none"> View videos and read about behaviorism Plan how and when to use shaping to teach a simple skill (2.2 I, 2.6 I) Review when, what, and how you learned via social learning as a child or teen 	<ul style="list-style-type: none"> Work on Assignment 1: Teen Case Study Describe & analyze a Social Learning Event Quiz 7 due Discussion post 8: Appropriate policies, expectations & procedures (Maslow, SEL) (2.1 P, 2.6 P) Discussion post 9: Behaviorism (1.1 P, 2.1 P)
7	<ul style="list-style-type: none"> Chapter 7: Metacognition and The Effective Learning & Lesson Planning Cognitive psychology, educational neuroscience 	<ul style="list-style-type: none"> View videos and read about cognitivism Plan how and when to use a mnemonic to teach a topic/skill. (4.1 I, 4.2 I) Describe the Working Memory Model Create a plan on how to teach a motor skill (4.1 I, 4.2 I) View videos and read Test ability to attend to information/focus Describe the Information Processing Model Test ability to attend to information/focus Complete a survey on how you access memories during a quiz Review effective lesson planning & strategies and how to promote critical thinking (3.4 I 4.7 I) 	<ul style="list-style-type: none"> Work on Assignment 1: Teen Case Study (1.1 P) Quiz 8 due Discussion post 10: Student-Centered and Constructivist Approaches to Instruction (3.4 P, 4.4 P, 4.7 P)
8	<ul style="list-style-type: none"> Chapter 8: Constructivism 	<ul style="list-style-type: none"> Read about evidence-based learning strategies with a focus on promoting attention, memory, and comprehension 	<ul style="list-style-type: none"> Work on Assignment 1: Teen Case Study Quiz 9 due

	<ul style="list-style-type: none"> Evidence-based learning strategies 	<ul style="list-style-type: none"> Create a list of subject-area* cognitive associations Identify techniques that help learners retain and retrieve concepts by integrating the visual and performing arts (3.3 I, 4.4 I, 4.7 I) Complete a survey on generative learning strategies that you typically use when studying 	<ul style="list-style-type: none"> Discussion post 11: Effective Instruction (3.4 P, 4.4 P 4.7 P)
9	<ul style="list-style-type: none"> Chapter 10: Motivation, metacognition, self-regulation 	<ul style="list-style-type: none"> View videos and read about motivation: definition, theories, models, strategies (1.3 I, 2.5 I) Analyze a classroom for safety Familiarize yourself with a school emergency preparation plan Complete a general self-efficacy survey Learn how to inspire students View videos and read about metacognition and self-regulation; critical thinking, and problem-solving strategies (1.5 I) Come up with some subject-area* problems and identify them as ill- or well-defined Complete a self-regulation skills survey Identify some effective problem-solving methods (1.5 P) Complete a survey on your modality preference 	<ul style="list-style-type: none"> Evaluate Motivational Techniques in a Lesson (2.5 P) Prepare for Assignment 2: Evaluating a Secondary Learning Environment Discussion post 12: Constructivism & Motivational Factors (1.1 P, 2.5 P, 4.4 P)
10	<ul style="list-style-type: none"> Student/family diversity and uniqueness Support transitions 	<ul style="list-style-type: none"> Transition Coalition Web Activity (1.2 I, 2.4 I, 4.5 I) 	<ul style="list-style-type: none"> Complete and submit Assignment 1: Teen Case Study Quiz 10 due Discussion post 13: Support & Transitions (1.1 P, 2.1 P, 2.4 P, 4.5 P)
11	<ul style="list-style-type: none"> Chapter 9: Grouping, Differentiation, and Technology Instructional and management strategies 	<ul style="list-style-type: none"> Recall research-based teaching techniques <ul style="list-style-type: none"> Grouping Students for Learning – Examines various methods for grouping students (such as by ability or mixed groups) and their impact on learning outcomes. (1.4 I, 4.4 I, 4.7 I) Adapting Teaching for Different Needs – This covers how teachers can modify lessons, activities, and assessments to support all students, including those who require extra help or additional challenges. (1.4 I, 1.8 I, 4.4 I, 4.6 I, 5.8 I) Using Technology in the Classroom – Explains how tools such as computers, educational software, and online resources can enhance learning by making it more interactive and accessible. (3.6 I, 4.4 I, 6.2 I) 	<ul style="list-style-type: none"> Work on Assignment 2: Evaluating a Secondary Learning Environment Quiz 11 due Discussion post 14: Grouping & Technology (1.4 P, 4.4 P, 4.7 P, 6.2 P)

		<ul style="list-style-type: none"> • Design a subject-area* cooperative learning activity (4.7 P) 	
12	<ul style="list-style-type: none"> • Chapter 12: Individual Differences and Special Education Needs • Student diversity and uniqueness 	<ul style="list-style-type: none"> • Understanding Individual Differences: Explore how students differ in abilities, learning styles, interests, and backgrounds and how these differences impact teaching and learning. (1.1 I, 1.4 I, 4.4 I, 5.8 I) • Special Education and Inclusion: Learn about laws and policies related to special education (e.g., IDEA, IEPs), and how inclusive education supports diverse learners in general education classrooms. (2.3 I, 2.4 I, 4.4 I, 5.8 I) • Types of Special Needs: Identify and understand various disabilities and exceptionalities—such as learning disabilities, ADHD, intellectual disabilities, emotional and behavioral disorders, and giftedness. • Instructional Strategies for Diverse Learners: Learn how to differentiate instruction, modify assessments, and utilize supports such as scaffolding and assistive technology to meet individual needs. (1.4 I, 4.4 I, 5.8 I) 	<ul style="list-style-type: none"> • Design Strategies for Dealing with a Specific Type of Disruptive Student (2.1 P, 2.3 P, 2.6 P) • Work on Assignment 2: Evaluating a Secondary Learning Environment • Quiz 12 due
13	<ul style="list-style-type: none"> • Chapter 13: Assessment and Evaluation • Instructional and management strategies 	<ul style="list-style-type: none"> • View videos and read about classroom management strategies and models (2.1, 2.3 I, 2.6 I, 4.4 I, 5.8 I) • Complete a survey on your classroom management style 	<p>Discussion Post 15: Special Education & Individual Differences (1.4 P, 2.3 P, 2.4 A, 2.6 P, 4.4 P, 5.8 P)</p> <p>Work on Assignment 2: Evaluating a Secondary Learning Environment</p> <ul style="list-style-type: none"> • Quiz 13 due
14	<ul style="list-style-type: none"> • Chapter 14: Standardized Tests and Accountability Standardized assessment and evaluation 	<ul style="list-style-type: none"> • View videos and read about standardized assessment and evaluation uses, types, issues, preparation, terms, and CA Dashboard (5.1 I, 5.4 I, 5.5 I) • Complete a survey on standardized tests you've taken 	<ul style="list-style-type: none"> • Discussion post 16: California Education System: Who Decides and Who Pays? (6.7 P 6.7 A) • Work on Assignment 2: Evaluating a Secondary Learning Environment • Quiz 14 due
15	<ul style="list-style-type: none"> • Chapter 11: Effective Learning Environments 	<ul style="list-style-type: none"> • View videos and read about instructional design, instructional design theories and models, standards, and objectives (3.2 I, 4.4 I) • View videos and read about teacher beliefs and roles (6.2 I) • Write a performance objective (3.2 P, 4.4 P) 	<ul style="list-style-type: none"> • Work on Assignment 2: Evaluating a Secondary Learning Environment

16	<ul style="list-style-type: none"> • Wrap up & Reflect • Teacher expertise 	<ul style="list-style-type: none"> • View videos and read about teacher expertise (4.6 I, 6.1 I, 6.3 I) • Imagine and describe what your future class will be like • Learn about research on dealing with teaching stress 	<ul style="list-style-type: none"> • Complete and submit Assignment 2: Evaluating a Secondary Learning Environment
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Major Assessments

Assignment 1: Adolescent Case Study (Weeks 4-10)	<p>Each student enrolled in EPC 420 is expected to complete a case study of an adolescent (ages 13-18, currently attending a middle or high school). This assignment includes an interview with an adolescent and also an interview with an adult who interacts with the adolescent (e.g., a parent, coach, or teacher). The purpose of this assignment is to provide an opportunity to learn in-depth about how adolescents experience their world, including issues related to their cognitive, developmental, and social experiences. A final report is submitted that describes the adolescent's experiences and analyzes them in relation to learning, social, and developmental theories.</p> <p>TPEs: 1.1 P</p> <ul style="list-style-type: none"> • Beginning teachers understand that students' development varies across and within age ranges, influenced by social, cultural, linguistic, and other contexts, and that these factors interact in complex ways. • Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences, ethnic, cultural, and linguistic backgrounds, maturational status, and the range of environmental and cultural experiences they bring to the classroom. • Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has a tremendous impact on learning.
Assignment 2: Secondary Learning Environment Evaluation (Weeks 11-16)	<p>Each student enrolled in EPC 420 is expected to complete an evaluation of a middle school and/or secondary school learning situation for effective application of educational psychology principles. The purpose of the observation and evaluation is to enrich and complement the learning received in the course. When principles studied in EPC 420 are also observed and analyzed in the context of a real-life secondary class, learning is strengthened and more likely to be used when teaching. Students must spend at least one hour in a middle or secondary school engaged in observation. A final report is submitted that describes the experience and evaluates it about learning, diversity, motivational, and management theories, models, and research.</p> <p>TPEs: 1.1 A, 1.2 A, 1.4 P, 2.5 A, 2.6 P, 4.2 A, 4.4 P, 6.2 A, 7.3 P</p>

Discussion Post 1: Intro

Students introduce themselves, reflect on their backgrounds, and share what drew them to teaching and working with adolescents. This activity builds a sense of community, encourages identity development as an educator, and begins recognizing how personal values and experiences influence teaching.

- **TPE 6.2** – Introduced: Students begin reflecting on their backgrounds and identities, learning how these shape their perspectives and approaches to teaching.
- **TPE 6.2** – Practiced: Students apply that reflection by articulating the impact of their personal experiences on their educational values and goals.

Discussion Post 2: Bias

This discussion invites students to reflect on their personal biases and assumptions, exploring how these may affect equitable teaching. Students begin by learning foundational concepts around bias, stereotype threat, and equity in the classroom. They then apply this knowledge by identifying a specific personal bias and developing a strategy, supported by research, to address it in their future teaching.

- TPE 6.2 – Introduced: Students are introduced to the concept of bias in education and explore how personal experiences, identities, and societal messages can shape assumptions and impact equitable teaching.
- TPE 6.2 – Practiced: Students actively reflect on a personal bias and develop a concrete, research-based strategy to address it, beginning the practice of professional reflection to support equitable learning environments.

Discussion Post 3: Bioecological Influence

Students apply Bronfenbrenner’s bioecological model to adolescent development and learning contexts. They analyze how environmental systems (family, school, society) impact student engagement and achievement.

- **TPE 1.1** – Introduced: Students learn how developmental and contextual factors interact.
- TPE 1.1 – Practiced: Students analyze specific examples of how environments shape adolescent experiences.

Discussion Post 4: Bloom & Bioecological Context

Students integrate Bloom’s taxonomy with bioecological theory to design learning objectives that reflect both cognitive levels and student context. This supports differentiated and developmentally appropriate planning.

- TPE 1.1 – Introduced: Students examine how developmental theory informs instruction.
- TPE 1.1 – Practiced: Students apply theory by writing instructional goals tied to student needs.
- **TPE 4.2** – Introduced: Students learn to use developmental knowledge to shape instruction.
- **TPE 4.2** – Practiced: Students design learning objectives incorporating student background.
- **TPE 4.4** – Introduced: Differentiation strategies are explored.
- **TPE 4.4** – Practiced: Students use both cognitive and contextual knowledge to differentiate objectives.

Discussion Post 5: Developmental Stage & Strategy

Students connect theories of cognitive development to specific classroom strategies, analyzing how instructional decisions can support learners at different developmental levels.

- TPE 1.1 – Introduced: Students learn the principles of developmental readiness.
- TPE 1.1 – Practiced: Students apply those principles to choose and justify strategies for specific age groups.
- TPE 4.2 – Introduced: Students explore how development influences planning.
- TPE 4.2 – Practiced: Students align strategies with cognitive development stages.

Discussion Post 6: Social, Moral, & Personal Development

Students explore moral and identity development theories and reflect on how social-emotional learning supports student growth. They analyze how teachers can address developmental needs across varied contexts.

- TPE 1.1 – Introduced: Students are introduced to models of personal and social development.
- TPE 1.1 – Practiced: Students apply these models to support student needs.
- TPE 2.1 – Introduced: Students examine strategies to support positive behavior.

- **TPE 2.1** – Practiced: Students consider how to foster inclusive classroom environments.
- TPE 4.2 – Introduced: Students explore integration of SEL in lesson planning.
- TPE 4.2 – Practiced: Students apply strategies to support socioemotional growth.

Discussion Post 7: Diversity & Exceptional Learners

This discussion prompts students to examine inclusive practices, linguistic diversity, and accommodations for students with disabilities. They reflect on how to foster equity and access through classroom planning. Students explore the intersection of language development, disability, and cultural diversity in adolescent learning. They analyze how to provide a supportive and equitable learning environment using research-based instructional approaches such as SDAIE, structured English immersion, focused English Language Development, and scaffolding across content areas.

TPE 1.1 – Practiced: Understand how student development varies based on contextual factors.

TPE 1.4 – Introduced: Students learn about linguistic and cultural diversity.

TPE 1.4 – Practiced: Understand and apply strategies for supporting English Learners and students with disabilities.

TPE 1.6 – Introduced: Provide a supportive learning environment for first and/or second language acquisition using research-based approaches

TPE 1.6 – Practiced: Use research-based approaches to provide a supportive learning environment for first and/or second language acquisition.

TPE 1.6 – Assessed: Use research-based approaches to provide a supportive learning environment for first and/or second language acquisition.

TPE 2.3 – Introduced: Inclusive environments are discussed as a classroom goal.

TPE 2.3 – Practiced: Establish a respectful environment for diverse learners.

TPE 4.4 – Assessed: Provide research-based instruction for English Learners and understand overlapping needs with disabilities

Discussion Post 8: Expectations & Procedures (Maslow, SEL)

Students use psychological frameworks to develop policies that meet student needs and support engagement, including using SEL. They consider classroom routines that support safety, motivation, and participation.

- TPE 2.1 – Introduced: Students learn how to build classroom environments that feel safe and welcoming.
- TPE 2.1 – Practiced: Students propose routines and expectations rooted in safety and consistency.
- **TPE 2.2** – Introduced: Students explore how SEL meets emotional and behavioral needs.
- TPE 2.2 – Practiced: Students create behavior policies based on psychological research.
- **TPE 2.6** – Introduced: The importance of co-created expectations is presented.
- **TPE 2.6** – Practiced: Students design rules and procedures informed by student needs.

Discussion Post 9: Behaviorism

Students explore how behaviorist learning theory applies to instruction and classroom management. They reflect on how reinforcement, consequences, and observable behaviors inform effective teaching.

- TPE 1.1 – Introduced: Students study how behavior theory connects to classroom interactions.
- TPE 1.1 – Practiced: Students apply those concepts to real-world teaching examples.
- TPE 2.1 – Introduced: Behavior management strategies are introduced.
- TPE 2.1 – Practiced: Students analyze how to manage behavior using reinforcement proactively.

Discussion Post 10: Student-Centered and Constructivist Approaches

Students evaluate constructivist strategies, including inquiry and discovery learning, for promoting deep learning. They reflect on how these methods foster student autonomy and problem-solving.

- TPE 3.4 – Introduced: Students are introduced to constructivist strategies.
- TPE 3.4 – Practiced: Students reflect on how these support inquiry and deeper thinking.
- TPE 4.4 – Introduced: Differentiated instruction is contextualized within constructivism.
- TPE 4.4 – Practiced: Students design student-centered learning opportunities.
- TPE 4.7 – Introduced: A range of strategies for diverse learners is presented.
- TPE 4.7 – Practiced: Students apply diverse strategies to hypothetical lesson plans.

Discussion Post 11: Effective Instruction

Students analyze characteristics of effective teaching practices grounded in constructivist theory. They consider structuring instruction to build comprehension, retention, and student motivation.

- TPE 3.4 – Introduced: Students examine best practices for instruction.
- TPE 3.4 – Practiced: Students apply instructional strategies to promote retention.
- TPE 4.4 – Introduced: Accessibility in instructional design is introduced.
- TPE 4.4 – Practiced: Students adapt instruction for student engagement and comprehension.
- TPE 4.7 – Introduced: Instructional variety is emphasized.
- TPE 4.7 – Practiced: Students propose lessons using multiple modalities.

Discussion Post 12: Constructivism & Motivation

Students reflect on how to foster student motivation and self-regulation through constructivist methods. They connect motivation theories to lesson planning and analyze strategies for persistence and autonomy.

- TPE 1.1 – Introduced: Students learn how motivation relates to developmental needs.
- TPE 1.1 – Practiced: Students align lessons with developmental interests.
- TPE 2.5 – Introduced: Motivation theories are introduced.
- TPE 2.5 – Practiced: Students plan ways to support self-direction and autonomy.
- TPE 4.4 – Introduced: Motivation is linked to differentiated instruction.
- TPE 4.4 – Practiced: Students design lessons that intentionally engage learners.

Discussion Post 13: Support & Transitions

Students explore how teachers can support adolescents through life transitions and challenges by accessing school and community resources. This includes students who may be navigating trauma, homelessness, foster care, incarceration, or medical fragility. Candidates reflect on how these experiences affect student learning and development and identify strategies and systems of support that educators can utilize. This discussion reinforces the teacher's role in creating safe, inclusive learning environments and ensuring equitable access to services and opportunities. Students will apply course content to analyze support needs and demonstrate their understanding of accessing and coordinating appropriate resources.

- TPE 1.1 – Practiced: Recognize how life experiences and contexts impact student development.
- TPE 2.1 – Practiced: Promote a positive and inclusive learning environment.
- TPE 2.4 – Practiced: Access and coordinate resources and services to support students.
- TPE 2.4 – Access and coordinate resources and services to support students.
- TPE 4.5 – Practiced: Connect students with school and community resources that support learning and well-being.

Discussion Post 14: Grouping & Technology

Students explore how grouping strategies, and educational technology can enhance instruction, collaboration, and accessibility. They reflect on how to use tools and group formats to support student learning.

- TPE 1.4 – Introduced: Grouping for cultural and linguistic responsiveness is introduced.

- TPE 1.4 – Practiced: Students design groups mindful of diversity and equity.
- TPE 4.4 – Introduced: Technology as a tool for access is introduced.
- TPE 4.4 – Practiced: Students explore how to differentiate with tech tools.
- TPE 4.7 – Introduced: Instructional flexibility through grouping is modeled.
- TPE 4.7 – Practiced: Students design collaborative activities.
- TPE 6.2 – Introduced: Digital tools to enhance teaching are introduced.
- TPE 6.2 – Practiced: Students reflect on the equitable use of technology.

Discussion Post 15: Special Education & Individual Differences

This post asks students to consider how to support students with IEPs, 504 plans, and diverse academic needs through differentiated instruction and inclusive practices.

- TPE 1.4 – Introduced: Students are introduced to supports for students with disabilities.
- TPE 1.4 – Practiced: Students develop inclusive approaches in response to individual needs.
- TPE 2.3 – Introduced: Inclusion practices are framed within supportive environments.
- TPE 2.3 – Practiced: Students propose strategies to build welcoming classroom spaces.
- TPE 2.6 – Introduced: High expectations and support are emphasized.
- TPE 2.6 – Practiced: Students plan how to uphold expectations while differentiating instruction.
- TPE 4.4 – Introduced: Instructional modification strategies are introduced.
- TPE 4.4 – Practiced: Students apply them to support student learning.
- TPE 5.8 – Introduced: Data use in assessment is discussed.
- TPE 5.8 – Practiced: Students reflect on adapting assessment practices.

Discussion Post 16: California Education System: Who Decides and Who Pays?

This post invites students to examine how the California public education system is funded and governed. Students critically reflect on education policy, decision-making processes, and equity in resource distribution—connecting macro-level structures to classroom realities.

- TPE 6.7 – Introduced: Students learn how the California education system is structured.
- TPE 6.7 – Practiced: Students analyze how governance and funding impact classroom practice.
- TPE 6.7 – Assessed: Students synthesize their understanding of policy and its classroom implications.

Assignment: Mandated Reporter Training

Students complete California’s Mandated Reporter Training to increase their awareness of their legal responsibilities for identifying and reporting suspected child abuse or neglect. This assignment helps candidates understand the ethical and professional expectations regarding student safety and welfare.

- TPE 6.6 – Introduced: Students are introduced to mandated reporting laws and ethical obligations.
- TPE 6.6 – Practiced: Students complete the training and reflect on scenarios.
- TPE 6.6 – Assessed: Completion of the certificate demonstrates readiness to meet legal responsibilities.

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