MEE 7631

4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and acting in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

[Interstate Teacher Assessment and Support Consortium (InTASC)](#)

[CAEP K-6](#)

[International Society for Technology in Education (ISTE)](#)

[Undergraduate Educational Competencies](#)

Dispositions: [Model Code of Ethics for Educators](#)

[DTGSS](#)

Global 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. This course emphasizes the importance of understanding how cultural beliefs, practices, and societal values shape child growth and development. Candidates will learn how to recognize and respect cultural differences, ensuring that their interactions with students are culturally responsive.

Culturally 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 will learn to recognize how cultural factors influence children's behavior, learning styles, and social interactions.

A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates

1	How does the concept of typical relate to child growth and development?
2	How do educators use their knowledge of human growth and development to plan meaningful lessons to meet the learning needs of all students?
3	How can educators utilize cognitive and psychoanalytic theories to plan instruction in inclusive classrooms?
4	How can educators utilize theories of moral development to plan instruction in inclusive classrooms?
5	How do educators utilize learning theories to plan meaningful, differentiated instruction?
6	How can educators integrate knowledge about child development and content expertise to plan meaningful instruction for individual students?
7	How can educators integrate knowledge about child development and content expertise to plan meaningful instruction for classroom instruction inclusive of differentiation to support learning of individual students?

1. Weekly Discussions   30%
2. Written Reflections (5)   20%
3. Assignments (2)   10%
4. Lesson Plans (2)   15%
5. Group Project (1)   5%
6. Structured External Assignment (3 parts)   20%

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). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

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SEA Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Candidate uses his/her understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that consider individual strengths and needs. **CAEP K-6**				

child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work
ning.

instructional practices to support the learning of every student.

CAEP K-6 Standard 4.a

practices to support student learning.

Candidate attempts to use appropriate resource