



Course Syllabus

Course number <u>SPED</u> <u>5660:01</u>	COURSE TITLE: Cognitive Development Tuesday evening 5:00 – 9:00pm	TERM: FA I 2009
SITE: Webster Groves	INSTRUCTOR CONTACT INFORMATION: Mary Bevel, Ed D Office: Webster Hall, Room 247 Office Hours: T/ R (3p.m. – 4:30p.m.) Other times by appointment, Campus Phone: 961-2660, ext. 7504 Webster University email: bevelma@webster.edu Home email: drmaryl@mindspring.com	CREDIT HOURS: 3

1. **COURSE DESCRIPTION:** Cognitive Development focuses on the implications of current research in the area of cognitive development and learning theory as it affects the education of children with special learning characteristics. Students will examine current research on brain theory, learning theory, meta cognition, memory and related aspects of learning exploring applications to individualized education. This course is designed on the grounding belief that the teaching and learning may occur in many different ways. Research supports the notion of two methods of instruction: (1) supplantive approach and (2) generative approach. The supplantive approach includes "direct instruction" (Adams & Englemann, 1996), while the generative includes "constructivist based instruction". Both methods will be employed and modeled in this course. This courses addresses the following Goals of the School of Education

Goal 1: Knowledge of content

Goal 2: Being innovative and experimenting with curriculum

Goal 3: Embracing Diversity

Goal 4: Reflection on practice as a means to change

1. **LEARNING OUTCOMES:**

Coursur Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
Students analyze theories of human development and learning, with specific focus on neuro-scientific approaches to brain research and learning theory as applied to typically developing children and children with disabilities	Special education graduates have specialized knowledge about the characteristics of learner with special needs.	SoE Goal 1 MO-STEP 1.2 CEC Standard 1
Determine implications for teachers in developing educational plans/instruction for children with disabilities	Special education graduates will provide learning environments that foster the development of age-appropriate student behavior and interpersonal skills, and that are	SoE Goal 2 MO-STEP 1.6 CEC Standard 5

	responsive and sensitive to the unique cultural, linguistic, and ethnic characteristics of the student and family.	
Compare constructs and assessments of intelligence	Special education graduates use up-to-date research to plan and design an effective instructional strategies and learning activities appropriate to individual student needs that are necessary to promote integration and inclusion of students with special needs into the general education setting.	SoE Goal 1 MO-STEP 1.3 CEC Standard 3: CC3K1-5 SoE Goal 2 CEC Standard 4
Integrate language and cognitive development constructs Students use up-to-date research to identify and select effective instructional strategies, learning activities, or therapeutic services that promote effective emotional, social, and personal development, to promote academic and social integration.	Special education graduates use up-to-date research to plan and design an effective instructional strategies and learning activities appropriate to individual student needs that are necessary to promote integration and inclusion of students with special needs into the general education setting.	SoE Goal 2 MO-STEP 1.3 CEC Standard 4
Critique models of curriculum based assessment on cognitive processes	Special education graduates will provide learning environments that foster the development of age-appropriate student behavior and interpersonal skills, and that are responsive and sensitive to the unique cultural, linguistic, and ethnic characteristics of the student and family	SoE Goal 2 MO-STEP 1.6 CEC Standard
The student is guided by the profession's ethical and professional practice standards.	special education graduates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession	SOE Goal 3 SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5 MO-STEP 9.3 CEC Standard 9: CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S7, CC9S11

2. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

Week 1 Aug 25,

Introduction and course expectations

General Learning Theories/ Not Specific Theorists

Secret Life of the Brain 1 ((07806379 28)

How does the Mind Grow (BF 723.C5 H68)

Assignments:

Pick a child for your case study.

Three Questions about Piaget's and Vygotsky's theories (email to me by Monday)

Bring Games

Readings:

1. Bjorklund, David, Children's Thinking (4th Edition). Wadsworth: CA
Chapter 4: Piaget and Chapter 5: Information Processing (**Pages- 78- 149**)

Week 2 Sept 1

In class activity 'How do I learn?'

Discovery of self/ Brain v mind/

Overview of Some Specific Developmental Theories

Cognitive Development (BF 723.C5 C64 2004)

Vygotsky (LB 1590.3 V94) 31 mins.

Learning in context (Piaget and Vygotsky) 31 minutes

Early childhood curriculum considerations/ based on their theories how would you develop curriculum for the developing child?

Games

Assignments for next week :

1. Bjorklund, David, Children's Thinking (4th Edition). Wadsworth: CA
Read these Chapters, write a short summary of your assigned chapter, and lead discussion on assigned chapter.
 - a. Group 1: Chapter 6 Learning to Think on Their Own
 - b. Group 2: Chapter 7 Infant Perception
 - c. Group 3: Chapter 8 Spatial Cognition

Week 3 Sept 8

Jigsaws (6, 7, 8 Modified Jigsaw and discussion of assigned chapters)

Secret Life of the Brain 2

Toddlers and preschool/ Imagination, Play, Games

Art and brain development and imagination

In Class Discussion v Debate: Traditional v Constructive v Experimental Educational

Assignments for next week:

1. Bjorklund, David, Children's Thinking (4th Edition). Wadsworth: CA
Read these Chapters, write a short summary of your assigned chapter, and lead discussion on assigned chapter.
 - a. Group 5: Chapter 9 Representation
 - b. Group 6: Chapter 10 Memory Development

Week 4 Sept 15

Language development/ Oral and Written, Imagination, Play

Language development (P35.L36)

Brain / Mind

Pieces of Mind (QM455.P54) 51 mins.

Child of our Time: How Children Learn (BF723.C5 R43 2006 [56 mins]

Relaxation

Assignments for next week

1. Bjorklund, David, Children's Thinking (4th Edition). Wadsworth: CA
Read Chapter 12: Problem Solving and Chapter 14: Schooling Cognition

Week 5 Sept 22

Mind over matter 47 min

Dewey/ Dewey Film/ Play v Sports v Imagination

Dewey His Life and Times

Assignments

Read prior to next class:

1. Jordan, Dale (2002). *Overcoming Dyslexia* (3rd edition). Pro Ed.: Austin, Texas. Chapters 1-3 (pages 1-81)

Week 6 Sept 29

Secret Life of the Brain 3

Late adolescent / young adult

The teen brain

Secondary Education Curriculum considerations Transition and Independence

Discussion/ Debate Middle School v Junior High School v K-8

Assignments for next week

1. Jordan, Dale (2002). *Overcoming Dyslexia* (3rd edition). Pro Ed.: Austin, Texas. Chapters 4-6, pages 81-235)

Week 7 Oct 6

Adult/ college students/ adult aging brain

Case Studies presentations (1/3 of the class)

Secret Life of the Brain 4

Intuition and thought

Relaxation / mediation

Assignments for next week:

1. Jordan, Dale (2002). *Overcoming Dyslexia* (3rd edition). Pro Ed.: Austin, Texas. Chapters 7-9, pages 235-3-41

Week 8 Oct 13

Secret Life of the Brain 5

Case Studies presentations (2/3 of the class)

Resources and Expectations:

a. **Attendance is required.** This is an eight-week course. One missed class will result in a lowered grade for the course. Two missed classes will result in NC. Incomplete is not an option.

b. **Class participation is mandatory.** A lack of participation during class discussions and in small group activities will affect your participation grade.

c. All **cell phones will be turned off** during this class. No texting in class.

d. Students are welcome to submit assignments early for feedback. **No late assignments will be accepted. No assignments will be accepted (initial or resubmission) after the last day of class.**

Required Text(s):

2. Bjorklund, David (2005) *Children's Thinking: Cognitive Development and Individual Differences*, 4th Edition. Wadsworth: Belmont CA.
3. Jordan, Dale (2002). *Overcoming Dyslexia* (3rd edition). Pro Ed.: Austin, Texas.

Suggested additional resources:

Amen, Daniel G., M.D. (1998). Change your brain change your life. Three Rivers Press: New York, NY.

Silver, Larry B. (2006). The Misunderstood Child, Three Rivers Press: New York, NY

EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Course assignments and breakdown of grade percentage:

<u>Assignment</u>	<u>Points</u>	<u>Percentage/</u>	<u>Due Date</u>	<u>Rubric</u>
Attendance and class activities (50)	400 points	46%		
Analysis of Theories of Learning and Development	50 points	5%	.../week 2	Attached
Case Study	150 points	15 %	.../week 3	
Case Study Analysis and Interpretation of the Student's Cognitive Functioning	100 pts		week.5	
Case Study Recommendations /5 Articles: About Research Based Interventions	50 pts		week 6	
Literature Review of Instructional Theories	150 points	15%	.../week 7	
	100 points	10%	.../week 8	Attached

Total 1000 points

	Links to Course Outcomes	Percentage of Grade
Attendance	The student is guided by the profession's ethical and professional practice standards.	160 points / 16 %
Class Activities	Students analyze theories of human development and learning, with specific focus on neuro-scientific approaches to brain research and learning theory as applied to typically developing children and children with disabilities	240 points / 24 %
Analysis of Theories of Learning and Development Discuss: Week 2	Students analyze theories of human development and learning,	50 points/ 5%

Case Study	<p>Critique models of curriculum based assessment on cognitive processes</p> <p>Develop strategies based on learning theory research</p> <p>Compare constructs and assessments of intelligence</p> <p>Integrate language and cognitive development constructs</p>	150 points/ 15%
Analysis and Interpretation of the Student's Cognitive Functioning	<p>Compare constructs and assessments of intelligence</p> <p>Students use up-to-date research to identify and select effective instructional strategies, learning activities, or therapeutic services that promote effective emotional, social, and personal development, to promote academic and social integration</p>	150 points/ 15 %
Literature Review: Due Week 5	<p>Compare constructs and assessments of intelligence</p> <p>Integrate language and cognitive development constructs</p> <p>Students use up-to-date research to identify and select effective instructional strategies, learning activities, or therapeutic services that promote effective emotional, social, and personal development, to promote academic and social integration</p>	150 points/ 15 %
Research based Remediation	Five specific research based interventions with explanation of why you are choosing these specific interventions and why they have not been tried before	150 points/ 15%

Turn in Final Project Week 6

Present week 8

3. GRADING SCALE:

A =90% or better superior work

B= 80% to 89%) good work

C= 70% to 79%) average work

Below 70% No Credit

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

Dr. Bevel will keep papers in the box outside room 247, Webster Hall for one semester only and then they will be discarded. Please pick them up after Winter Break.

4. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty. No exceptions.

Avoiding Plagiarism: Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

1. The student will receive a NC for the project.
2. If there are additional infractions against academic honesty, the student's final grade will be lowered by a full letter grade; or the student may not receive a grade for the course.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

5. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities, which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

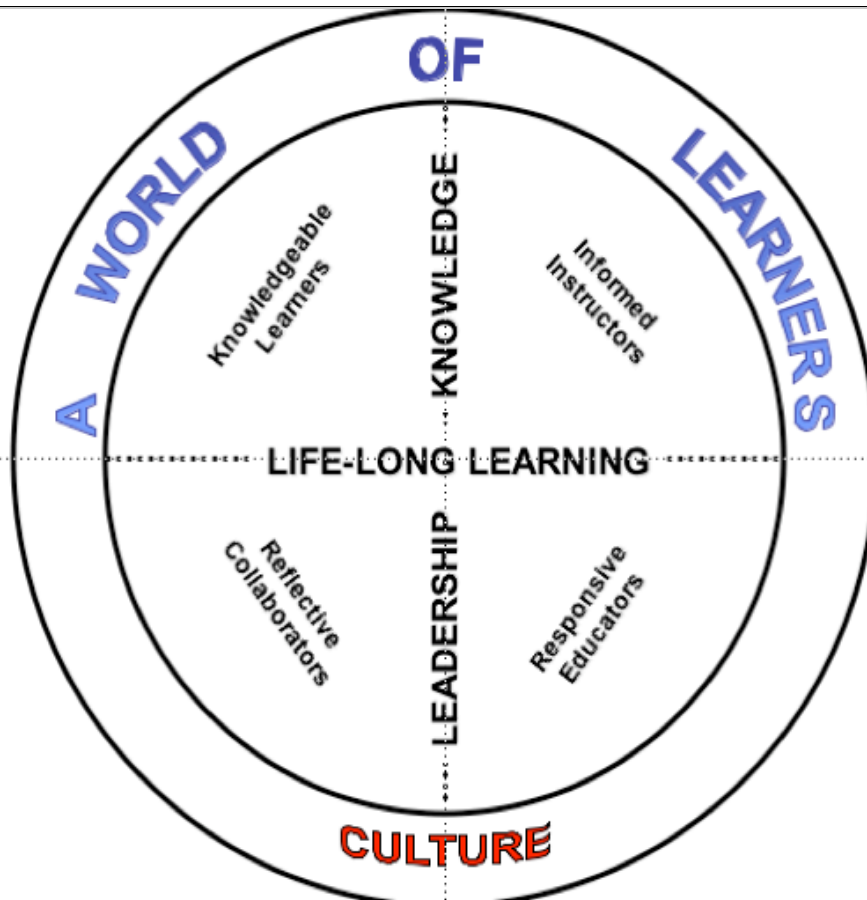
WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The **Error! Reference source not found.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
The knowledgeable learner:
 - 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
The informed instructor:
 - 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
- The responsive educator:
- 4.1 understands and responds appropriately to issues of diversity
 - 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
 - 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
 - 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one’s habitual ways of behaving or thinking. NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

- 1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	<ul style="list-style-type: none"> 1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning
Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	<ul style="list-style-type: none"> 2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning

MoSTEP Standards	Performance Indicators
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>

MoSTEP Standards	Performance Indicators
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them</p> <p>9.2 uses resources available for professional development</p> <p>9.3 practices professional ethical standards</p>
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>

Assessments

I How Do I Learn (inclass)

II How Do Children Learn: Typical and Children with Disabilities (in class)

Case Study (2-3 pages)
Historical Dimensions
Physical Development
Cognitive Development
Emotional Development

Academic History (2-3 pages)
Strengths
Weaknesses
Possible Reasons

Remediation Plan –
Research Based Lessons with Articles to Support the Remediation Plan

III Literature Review (2-3 pages) Due Week 5

Literature Review of research regarding cognitive development, with specific focus on children with disabilities. The Literature review should consist of at least 5 journal articles from peer- reviewed journals. The literature review document should be approximately 3-4 pages.

Instructions:

Given **the cognitive issue** identified in part A, analyze and summarize research on promoting cognitive development with particular reference to the issue or concern. What types of instructional/therapeutic programs have been developed to promote cognitive growth, and what do we know about their effectiveness?

IV Philosophy : What you believe and why about cognitive development (2 pages)

Include research that examines the effectiveness of these interventions on children with disabilities.

Rubric for Written Work and Presentations

Area	1	2	3
1.Topical Area	Demonstrates little knowledge of the subject matter. Little or no research is evident	Demonstrates a basic level of knowledge. Has done research, but there are some lapses in content	Demonstrates thorough knowledge of the subject. Considerable evidence of good research on the topic
2.Critical Thinking and Application to Responsibilities Teacher	Demonstrates little understanding of the topic in relation to teaching teacher	Presentation shows a basic level of application to the expectations of a practicing teacher	Demonstrates high level of understanding and application to the role of teacher
3.Clarity and Organization	Little organization is evident. Confusing/lacks clarity	Organized/ logically. presents the material	Highly organized Complex content is clearly presented
4.Professional Appearance	The work contains numerous errors of content/ presentation	The work is prepared well with few, if any, errors. Oral presentation lacks symmetry with the written presentation	The work is prepared with no errors. The oral presentation is well done and illustrates the written information.