Concepts addressed in this course: *Impact of students’ physical, social, emotional, moral, and cognitive development on their learning and how to address these factors when making instructional decisions*


Specifically, students should review:

I. **Image of the Child**
   a. Competent & Capable Mindset
   b. Not Little Adults, Incomplete, or Needy
   c. Individual Differences in Development
   d. Mindset and Expectation of Learning

II. **Developmental Progression Knowledge of Developmental Domains**
   a. Noting Current Development
   b. Tailoring Learning Experiences to Build from that Point

III. **Teacher-Researcher Role**
    a. Developing a Disposition of Inquiry
    b. Active Learning in the Classroom
    c. Becoming a Reflective Thinker while Teaching

IV. **Observation & Documentation**
    a. Asking questions about Children’s Knowledge and Behaviors
    b. Hypothesizing about Children’s Knowledge and Behaviors
    c. Recording Data about Children’s Knowledge and Behaviors to Support Finding Answers
    d. Using Informal and Formal Assessments – Collecting Data
    e. Using Data to Inform Curricular Decisions

V. **Curricular Decision Making – Learning Cycle: Where to Begin**
   a. Awareness
   b. Exploration
   c. Inquiry
   d. Utilization

VI. **Inquiry Process**
    a. Noting Interests
    b. Noting Abilities
    c. Noting Misconceptions
    d. Asking Questions
    e. Exploring & Investigating
    f. Finding Answers & Sharing These

Helpful websites include:
Learning Cycle: [http://www.ncrel.org/sdrs/areas/stw_esys/5erly_ch.htm](http://www.ncrel.org/sdrs/areas/stw_esys/5erly_ch.htm)

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