

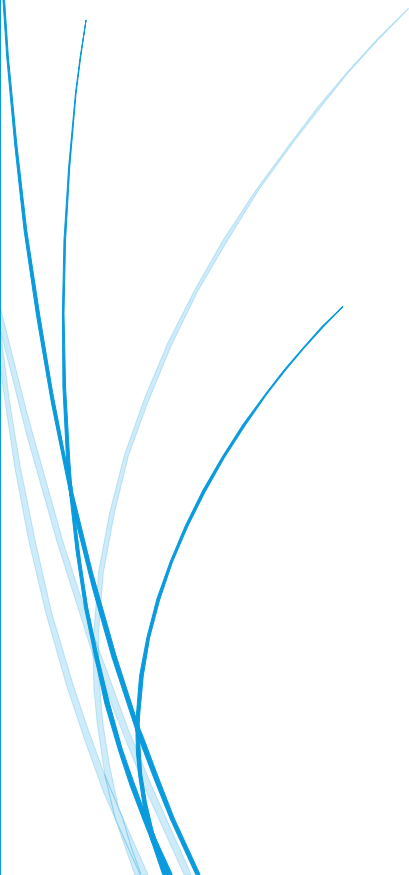


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 7-Human Development and Learning



HUMAN DEVELOPMENT AND LEARNING TABLE OF CONTENTS

.....	0
Sample Key Indicators	2
Ages and Stages-Component 1.....	3
Target Audience:.....	3
How?.....	3
Who Can Help?.....	4
People.....	4
Website.....	4
Book.....	4
Brain Compatible Strategies-Component 2	4
Definition:.....	4
Target Audience:.....	5
How?.....	5
Who Can Help?.....	5
People.....	5
Websites	5
Books:.....	5
CRISS-Component 3	6
Definition:.....	6
Target Audience:.....	6
How?.....	6
Who Can Help?.....	6
People.....	6
Website.....	7
Book.....	7

HUMAN DEVELOPMENT AND LEARNING

ACCOMPLISHED PRACTICE #7

Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

SAMPLE KEY INDICATORS

- Recognizes the developmental level of each student as indicated by behaviors, writings, drawings, and other responses.
- Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
- Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
- Makes appropriate provisions for individual students based upon their learning styles based on needs and developmental levels.
- Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development, and first and second language acquisition processes.
- Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
- Develops short and long term personal and professional goals relating to human development and learning.

AGES AND STAGES-COMPONENT 1

TARGET AUDIENCE:

All Teachers

HOW?

Understanding how children learn and develop allows educators to provide a positive learning environment which supports the intellectual, personal and social development of all students.

Piaget's Cognitive Stages:

- **Sensorimotor** (birth to age 2)
 - During this stage, the child learns about himself and his environment through motor and reflex actions. Teaching for a child at this stage should be geared toward the sensorimotor system.
- **Preoperational** (about 2 to about 7)
 - At this stage, the child begins applying new knowledge of language and uses symbols to represent objects. His/her thinking is influenced by fantasy and they assume others see situations from their viewpoint.
- **Concrete** (1st grade to early adolescence)
 - The child develops an ability to think abstractly and to make judgments about concrete phenomena. The child needs the opportunity to ask questions and explain things back to you.
- **Formal Operations** (adolescence)
 - At this stage the student is capable of hypothetical and deductive reasoning. The adolescent is able to consider several different perspectives of a topic.

Erikson's Stages of Development:

- **Infant** (Trust vs. mistrust)
 - The child learns to trust himself, others, and the environment.
- **Toddler** (Autonomy vs. shame and doubt)
 - The child works to master the physical environment while maintaining self-esteem.
- **Preschooler** (Initiative vs. guilt)
 - The child begins to initiate activities and develops a conscience and a sexual identity.
- **School age child** (Industry vs. inferiority)
 - The child tries to develop a sense of self-worth by refining his skills
- **Adolescence** (Identity vs. role confusion)
 - The child tries to integrate many roles (child, sibling, student, athlete, and worker) into a self-image while under peer pressure.

WHO CAN HELP?

PEOPLE

- i. Mentor Teacher
- ii. Guidance Counselor
- iii. Educational Leaders
- iv. Nurse

WEBSITE

[Child Development Information](#)

BOOK

Authentic Assessment of the Young Child: Celebrating Development and Learning by Margaret B. Puckett

BRAIN COMPATIBLE STRATEGIES-COMPONENT 2

DEFINITION:

It is important for educators to understand the correlation between how the brain learns and how to present information in a brain compatible classroom. The principles of brain and learning are:

- The brain is a parallel processor.
- Learning engages the entire physiology.
- The search for meaning is innate.
- The search for meaning occurs through patterning.
- Emotions are critical to patterning.
- The brain processes parts and wholes simultaneously.
- Learning involves both focused attention and peripheral perception.
- Learning always involves conscious and unconscious processing.
- The brain has a spatial memory system and a system for rote memory.
- Understanding and remembering occur best when facts and skills are embedded in natural, spatial memory.
- Learning is enhanced by challenge and inhibited by threat.
- Each brain is unique.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

Teachers can use the following brain compatible strategies to enhance student learning:

- Multimodal (visual, auditory, tactile, etc.) instruction.
- Activate prior knowledge before introducing a new topic.
- Create a safe, non-threatening environment where students are free to take risks.
- Give students time to talk and discuss their thinking.
- Stimulate the auditory cortex with songs, repetition, and music.
- Give specific praise and feedback.
- Give opportunities for movement throughout the day.
- Ask higher order and open ended questions. Allow students to develop their own questions about a topic.
- Engage the spatial part of the brain by going outside, inviting guest speakers, using props, costumes, and music, and creating special events.
- Give brain breaks or use team building activities to let off steam and energize the group.
- Allow students controlled choices.
- Encourage students to stay hydrated and role model drinking water in your classroom.
- Use humor in your presentations and in videotapes.

WHO CAN HELP?

PEOPLE

- i. Mentor Teacher
- ii. Co-workers
- iii. Educational Leaders
- iv. Guidance Counselor

WEBSITES

[Brain Gym](#)
[Brain-Based Learning](#)

BOOKS:

[Brain Compatible Strategies](#) by Eric Jensen
[How the Brain Learns](#) by David Sousa
[Brain Compatible Classrooms](#) by Robin Fogarty

CRISS-COMPONENT 3

DEFINITION:

Project CRISS (Creating Independence through Student-Owned Strategies) was developed to help students better organize, understand, and retain information. It helps students to “learn how to learn.”

TARGET AUDIENCE:

All Teachers

HOW?

When introducing a new topic, teachers show, tell, model, demonstrate, and explain not only the content, but the process of active learning. Teachers explain the strategy and why students use it to improve their comprehension and retention. Teachers then model the strategy and give students opportunities to practice with guidance.

- **KWL** – Know, Want to Know, Learned. Students brainstorm what they know about the topic, generate questions about what they want to know, and then record what they learned.
- **Graphic Organizers:** An organizing strategy to help students transform information from one form to another. This includes Webs, Venn Diagrams, and other charts.
- **One-Sentence Summaries:** These summaries are used to summarize essential ideas from a reading selection, lecture or video.
- **Two-Column Notes:** Students divide their papers into two columns. They record main ideas in the left column and details on the right. Students can then use their notes as a study guide.
- **Content Frames:** Frames or charts are another way to organize and compare information. Frames work well in situations where students analyze the inter-relationship ideas.

WHO CAN HELP?

PEOPLE

- i. Mentor Teacher
- ii. Reading Coach
- iii. Attend a Learning Community to Discuss your Situation or Question



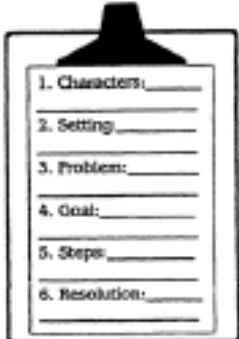
WEBSITE

[Project CRISS](#)



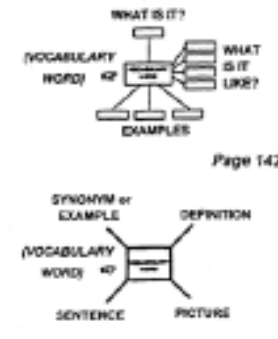
BOOK

Project CRISS Helping Teachers Teach and Learners Learn by Carol M. Santa, Ph.D., Lynn T. Havens, & Bonnie J. Valdes

FULL MENU of CRISS STRATEGIES

<p>PRINCIPLES & PHILOSOPHY</p> <ol style="list-style-type: none"> 1. Bring out students' prior knowledge. 2. Make sure students are active and involved. <ul style="list-style-type: none"> *writing *discussing *organizing *practicing  3. Help students to be metacognitive. <p>Page 1</p>	<p>AUTHOR'S CRAFT Help students to be reading detectives.</p>  <p>Page 9</p>																									
<p>QAR's QUESTION ANSWER RELATIONSHIPS</p> <table border="1" data-bbox="576 976 755 1228"> <tr> <td>Right There</td> <td>Author and You</td> </tr> <tr> <td>Think and Search</td> <td>On My Own</td> </tr> </table> <p>Page 41</p>	Right There	Author and You	Think and Search	On My Own	<p>KWL</p> <table border="1" data-bbox="844 913 1144 1155"> <tr> <td>K</td> <td>W</td> <td>L</td> </tr> <tr> <td>What we <u>Know</u></td> <td>What we <u>Want</u> to learn</td> <td>What we <u>Learned</u></td> </tr> </table> <p>Page 55</p>	K	W	L	What we <u>Know</u>	What we <u>Want</u> to learn	What we <u>Learned</u>															
Right There	Author and You																									
Think and Search	On My Own																									
K	W	L																								
What we <u>Know</u>	What we <u>Want</u> to learn	What we <u>Learned</u>																								
<p>CONTENT FRAMES ENDOCRINE SYSTEM</p> <table border="1" data-bbox="511 1417 820 1659"> <thead> <tr> <th>GLANDS</th> <th>Function</th> <th>Location</th> <th>Hormone</th> <th>Results of Malfunction</th> </tr> </thead> <tbody> <tr> <td>pituitary</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>adrenal</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>thyroid</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>pancreas</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Page 100</p>	GLANDS	Function	Location	Hormone	Results of Malfunction	pituitary					adrenal					thyroid					pancreas					<p>STORY PLANS</p>  <ol style="list-style-type: none"> 1. Characters: _____ 2. Setting: _____ 3. Problem: _____ 4. Goal: _____ 5. Steps: _____ 6. Resolution: _____ <p>Page 104</p>
GLANDS	Function	Location	Hormone	Results of Malfunction																						
pituitary																										
adrenal																										
thyroid																										
pancreas																										

FULL MENU of CRISS STRATEGIES

<p>THINK-PAIR-SHARE</p>  <p>Page 34</p>	<p>DISCUSSION STRATEGIES</p> <p>Get discussions going with sticky notes Page 25</p> <p>"Seeds" grow into good discussions Page 39</p> <p>Questions: Recall – who/what Analysis-Summarize Comparison-Differences Inference – predict, conclude Evaluation – judge, defend Page 47</p>						
<p>OPINION-PROOF</p> <table border="1"> <thead> <tr> <th>Opinion</th> <th>Proof</th> </tr> </thead> <tbody> <tr> <td>1. Old Horse was a bad teacher</td> <td>1. He humiliated Rabbit.</td> </tr> <tr> <td>2. Old Horse was caring.</td> <td>2. He sacrificed himself to get Rabbit accepted by his peers.</td> </tr> </tbody> </table> <p>Page 87</p>	Opinion	Proof	1. Old Horse was a bad teacher	1. He humiliated Rabbit.	2. Old Horse was caring.	2. He sacrificed himself to get Rabbit accepted by his peers.	<p>PROBLEM-SOLUTION</p>  <p>Page 94</p>
Opinion	Proof						
1. Old Horse was a bad teacher	1. He humiliated Rabbit.						
2. Old Horse was caring.	2. He sacrificed himself to get Rabbit accepted by his peers.						
<p>VOCABULARY MAPS</p>  <p>Page 142</p> <p>Page 149</p>	<p>SENTENCE & WORD EXPANSION</p> <p>THE WIDEN rapper movie star farmer's wife Mrs. Lindbergh floozy</p> <p>WENT splintered sashayed hurried hatched</p> <p>TO THE PARTY. collision ball specifically awards banquet</p> <p>Page 152</p>						

FULL MENU of CRISS STRATEGIES

SELECTIVE UNDERLINING AND HIGHLIGHTING

UNDERLINE
KEY WORDS
AS YOU READ—

o **COLOR CODE!!**

o USE SYMBOLS ⇄ * ◆ →

o MAKE MARGINAL NOTES
+ main idea
-- Good point

Page 26

POWER THINKING

1. Animals
2. Dog
3. German Shepherd
3. Golden Retriever
2. Cat
3. Siamese
3. Tabby



Page 27

PATTERN PUZZLE

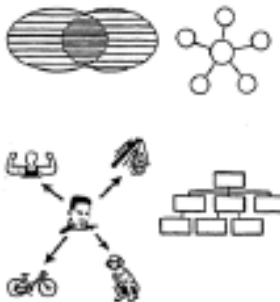
Use words,
phrases,
or sentences.



Put them in order
or
group similar
things together.

Page 30

CONCEPT MAPPING



Page 58

ONE-SENTENCE SUMMARIES

1. A

...wood is a type
...rodent
with
...adobe

2. The decade
of the 20's
began with
...optimism after
...WWI
continued with the
introduction of
...mass production
and ended with
the stock
market crash.

Page 71

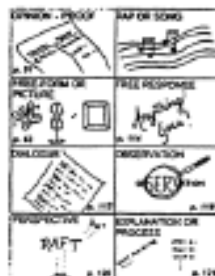
TWO-COLUMN NOTES

Main Idea	Detail Notes
Continents	
Peninsula	

Page 82

JOURNALS

The CRISS Chart of
Learning Log Entries



Page 113

SPOOL PAPER



Page 121

RAFT

R: Role of writer

A: Audience

F: Format

T: Topic + strong verb



Page 126