This course explores adolescent development and learning from a whole child perspective, which honors the interconnectedness of a student’s social, emotional, cognitive, and academic development. Also grounded in sociocultural understandings of development and learning, we explore how adolescents experience school as an important context for development, and the unique impact teachers have on developmental and learning outcomes.

This course is designed for aspiring teachers to humanize teaching and learning by understanding and applying theories of adolescent development to the context of their teaching and schools. A case study method is employed to understand one focal student along multiple dimensions of their development and to encourage honing pedagogical perspectives and practices that support the development and learning of adolescent students with diverse profiles.

COURSE MATERIALS
Articles and chapters for each week’s class will be available online through Canvas. Expect you to participate through engagement with readings and discussions and through the completion of all assignments on time.

We will also read substantial sections from several books. You may choose to purchase these books or read the chapters made available via Canvas. The books are also on Reserve in the Cubberley Library.

COURSE REQUIREMENTS

Four tasks will comprise our assessment of how well you engage with and master the class material:

1. Class Participation. The course is conducted as a graduate reading seminar. Complete the readings for each week ahead of time so that class time can be devoted to discussing texts, answering questions, probing issues, and—above all—exploring how the material illuminates your interactions with adolescents in the school setting. Participation in class discussions every week is an important part of the course. Our goal is to create an engaging and productive classroom environment with and for you.

2. Case Study Logs. According to the schedule, submit a log that connects the readings and guided activities with your case study of an adolescent. Logs should be about 2-3 pages in length (double-spaced, 12 pt. font, 1” margins) unless you are presenting data on your case study adolescent and you require more space. Make specific reference to the readings in your logs, using either APA or MLA citation format. Submit logs electronically via Canvas before 3 p.m. each Thursday.

3. Feedback to Case Study Partner. You will be assigned to a case study partner with whom you will give feedback on the entire case to a partner when it is in draft form (in the week between class meetings 9 and 10).

4. Case Study. Your logs will form the basis of your case study project, a holistic close look at a developing adolescent and their cognitive, social, emotional, and physical development. You will have the opportunity to review case studies from previous years. A full draft of the case study will be due no later than November 21. You will receive feedback from your case study partner and instructor, and the final case study report is due December 12.

GRADING

We expect that everyone will achieve a satisfactory grade in the course. To that end, we will invite you to revise and resubmit assignments promptly if necessary. Assignment extensions may be granted by your instructors if requested. Finally, we want to remind you to review the Stanford honor code related to academic integrity found here.

ACCOMMODATIONS

Students who need academic accommodations related to a disability should initiate a request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for
faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; https://oae.stanford.edu/

**SUPPORT FOR EACH LEARNER**
This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of EACH learner. Please let us know if there are any needs for additional resources or support, and we will work together to develop a plan for success.
SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: Introduction to Adolescent Development and Learning (September 9)

- What is adolescence, and how do I apply a developmental lens to my practice as an equity and justice-oriented teacher?
- What is the case study method, and how does this method support my development as a teacher prepared to understand and support all students?
- How does my adolescent experience serve as an asset and possible barrier to my orientation as a teacher?

Readings for today


Additional Resources


Week 2: Schools and Classrooms as Contexts for Development and Learning (October 6)

- In what ways do schools (and teachers) influence adolescent development and learning?
- How do I provide a developmentally supportive, equitable, and engaging educational experience for all students?
- How does reflection on my school contexts serve as an asset and possible barrier to my work designing developmentally supportive school contexts?

Readings for today

- Pope, D. (2001). Doing School. Chapters 1 and 7 (33 pages); Jigsaw: Chapter 2, 3, 4, 5 or 6
- Video: The Science of Learning & Development (5 minutes)

Additional Resources

Week 3: Peers & Friendships (October 13)

**class session is from 4:16:00**

- How does school influence the development of social relationships, and how do those relationships influence school engagement and learning?
- How do teachers foster the development of positive relationships and understand those relationships to support learning?
- How does my high school social experience serve as an asset and possible barrier to understanding the social realities of my students and the connections of those realities to learning?

**Readings for today**


**Additional Resources**


Week 4: Cognitive Development & Learning (October 20)

- What impact do teachers and schools have on adolescents’ cognitive development, motivation and achievement?
- How do teachers notice and support the cognitive development and neurodiversity of all students?
- How does my cognitive learning profile serve as an asset and possible barrier to my work ability to support neurodiverse learners?

**Readings for today**
Week 5: Social-Emotional Learning (SEL) and Mental Health (October 27)

- What role do schools play in socio-emotional development and mental health during adolescence?
- What role do teachers play in supporting positive social development and mental health for students?
- How do my socio-emotional development and mental health function as an asset and possible barrier to supporting students?

Readings for today
- Domitrovich, C., Syvertsen, A., & Galin, S. (2017) Promoting social and emotional learning in the middle and high school years. The Pennsylvania State University. (14 pages)
- Simmons, DN., Brackett, MA., & Adler, N. (2018). Applying an equity lens to social, emotional, and academic development. The Pennsylvania State University. (13 pages)
- CASEL Website: www.casel.org
- Website & Video: Social and Emotional Learning Youth Toolkit

Additional Resources
Rideout, V., & Fox, S. (2018). Digital health practices, social media use, and mental well-being among teens and young adults in the US.
Society for Research in Child Development report on SEL. (12 pages)
Week 6: Identity Development: Gender and Sexuality  
(November 3)

- What role does school play in how adolescents understand gender and sexual identities, and how are those understandings linked to students’ school experiences and outcomes?

- In what ways can teachers develop identity-safe, culturally responsive & sustaining classrooms that support positive gender and sexual identity understanding and development and engender a sense of belonging for all students?

- How do my gender and sexual identities serve as an asset and create possible blind spots for me as a teacher?

Readings for today


Additional Resources

GLSEN Website
ACT Identity Development Toolkit

Week 7: Identity Development: Race and Ethnicity  
(November 10)

- What role does school play in how adolescents come to understand ethnic and racial identities, and how are those understandings linked to students’ school experiences and outcomes?

- In what ways can teachers develop identity-safe, culturally responsive & sustaining classrooms that support positive ethnic and racial identity understanding and development and engender a sense of belonging for all students?

- How do my own ethnic and racial identities serve as an asset and create possible blind spots for me as a teacher?

Readings for today

• Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. (Chapters 2, 4)
• From the following, choose what is most applicable to your case study:

**Black**

**Asian American/Pacific Islander**

**Latinx**

-and/or-

**Native American**

**Middle Eastern**

**Multiracial**

**White**

**Additional Resources**

**ACT Identity Development Toolkit**

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**Week 8: Family, Social Class, & Culture (November 17)**

- What role does the family, community, and cultural context play in adolescent development and school engagement?
- How do teachers learn about and partner with families and communities to support adolescent development and learning?
- How do my own family, community, and cultural backgrounds serve as an asset and possible barrier to connecting with the families, communities, and cultures of my students?

Readings for today

Additional Resources

CASE STUDY DRAFT IS DUE NOVEMBER 21 BY 11:59 p.m.
NO CLASS NOVEMBER 24 – FALL BREAK

Week 9: Case Study Workshop Day (December 1)
- How does the case study method and understanding of the interplay between adolescent development and schooling support my work as an equity and justice-oriented transformative intellectual educator?

Readings for today

Additional Resources

Week 10: Wrap-up of Course: Sharing Case Studies (December 8)
Come prepared to share important insights from your case study

FINAL CASE STUDY IS DUE DECEMBER 12 BY 11:59 p.m.