Course Syllabus for EDCI 517: Educational Psychology
3 credit hours   Summer 2023 (May 30 – July 16, 2023)   Online

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Professor: Tammy Overstreet, PhD
Email/Phone: toverstreet@southern.edu   407.506.3166
                         Please call or text my cell ONLY between 9 a.m. and 8 p.m.
Virtual Meetings: Class meetings will be held on Wednesdays from 6-7 p.m. ET via Zoom.
                         Zoom Room for Class Meetings: https://southern.zoom.us/j/96962877993
Office Hours: Available on the following days and times: M-F10-12 (by appointment).
                         If you need help outside regularly scheduled office hours please contact me for an appointment.
                         Use the following Calendy link to schedule: calendly.com/tammyoverstreet
                         Zoom Room for Appointments: https://southern.zoom.us/j/871286217

I.   Course Description

The study of psychological information and its application to the processes of teaching and learning. The course covers subjects such as human development, theories of learning, pupil characteristics, pupil variability, culture and community, motivation, creating learning environments, and student assessment.

II.   Required Reading

 White, E.G. (1903). *Education*. Pacific Press Publishing Association.

Snowman, J. & McCown, R. (2015). Psychology applied to teaching (14th ed.). Stanford, CT: Cengage Learning. (DO NOT purchase.)
In this class, you must have access to MindTap instead of a print textbook since the chapter readings, videos, quizzes, and other information will be provided directly through eClass. You SHOULD NOT purchase a textbook from another source. You will be charged for the MindTap subscription after the add/drop date for the course passes, but you'll have access to the materials you need from the beginning of the course. You will access the textbook, quizzes, videos, etc. through eClass by clicking on the links provided in eClass each week. In eClass, you will also see a link that says BNC Course Materials Information. If you click on the link, you'll see the last day to opt out of the cost of the Cengage MindTap materials. Please remember that if you opt out, you'll lose access to the online content that you're required to do in order to complete the course assignments. Please do not opt out unless you're dropping the course. After the add/drop date, your Southern account will be charged for the Cengage MindTap materials. You will not be able to pass the course without those materials. If you also wish to have a print textbook, please let me know. Our campus bookstore can get you a print copy for a reduced price.

III.   Supplemental Materials
- White, Ellen G. (1958). Patriarchs and Prophets . Washington, D.C: Review and Herald Publishing House. Retrieved from https://m.egwwritings.org/en/book/84.2666

IV.   Technology Requirements
You must have a webcam and a microphone. If you'll be joining from locations with background noise, please purchase a pair of headphones, as well.

V.   Academic Support

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email it-helpdesk@southern.edu.

Embedded Librarian: The embedded librarian for our course, Jessica Spears, can be reached at jspears@southern.edu, 423.236.2009, or at this link: Schedule an Appointment.

McKee Research & Writing Center: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at https://trac.e.southern.edu, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: https://southern.libanswers.com/writingcenter.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 a.m.-8 p.m., Fridays 9 a.m.-12 p.m.

VI.   Biblical Foundation of the Course

The subject matter of this course illustrates the biblical concept of growth. In this course where we study educational psychology, we will examine how the mind and body grows and develops both typically and atypically. Jesus and Samuel both are described as having grown in wisdom and stature and favor with God, yet they both started as helpless infants completely dependent on others to meet all of their needs. Humans are made in God's image and follow a pattern of growth designed by the Creator. Wise educators study how humans develop and learn and are interested in the growth of their students just as God is interested in the growth of each of His children.

VII.   Knowledge and Skill Outcomes

Upon completion of the course students will be able to:

1. Identify parameters of educational psychology, research and factors of effective teaching
2. Describe general characteristics of physical, social, emotional and cognitive development
3. Describe student differences and diversity
4. Identify theoretical approaches to learning and thinking
5. Describe the process of motivation for learning and assessment of student capabilities
6. Apply educational psychology concepts and theories to problems and issues in education evaluating them through the lens of the philosophy of the School of Education & Psychology, through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education.

VIII. **How the Course Works**

   A. **Policies and Procedures**

      a. **Disclaimer:** As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

      b. **Disabilities and Accommodations**

         i. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge *(i.e. physical, learning, psychological, ADHD or other type),* you are strongly encouraged to contact Disability Support Services at 423-236-2544, Bietz Center, 3rd floor, Suite 3900, or dss@southern.edu

         ii. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website here.

      c. **Academic Honesty**

         i. Faculty Responsibilities:

            1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."

            2. Professors may assume "no collaboration" is the rule unless they state otherwise.

         ii. Student Responsibilities:

            1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others' material as their own.

            2. Students unfamiliar with procedures for citing sources should confer with their professors.

            3. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.

            4. Many professors will require students to submit papers through Turnitin, an originality checker application.

         iii. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.

      d. **Profile Picture Policy**

         i. All students enrolled in an online class at Southern Adventist University must have a profile picture on eClass eClass. For on-campus students, this picture is linked to the picture on your Southern ID card. Students who are fully online who do not have a picture linked because they've not gotten an ID card should upload a picture to eClass. This allows students and professors to better connect with one another. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:

1. The photo should be a full face likeness, similar to a passport photo or driver's license photo. No variations permitted.
2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
3. The photo should show only you; there should be no distractions such as additional people or pets in the photo.

e. **Student Authentication**
   i. The Higher Education Opportunity Act of 2008 [viewable here; see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
   ii. The student should authenticate their identity by using **ONE** of the following options:
       1. Authenticate in person at Southern Adventist University.
       2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
   iii. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

f. **Add/Drop Policy**
   i. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
   ii. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
   iii. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult Southern's course schedule for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

g. **Transcripts**
   i. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at http://www.southern.edu/administration/records/transcripts.html

h. University Policies and Additional Syllabus Information
   i. Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information

regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click here. Be aware that you will be accountable for the provided information.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

    a. eClass

        i. The website for course access is eclass.e.southern.edu. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account https://access.southern.edu. You can also put eclass.e.southern.edu into your browser and enter your username and password. If one method does not work, try the other method.

        ii. System Requirements: For system requirements, visit this page: https://www.southern.edu/academics/academic-sites/online-campus/successful.html

    b. Class Attendance/Presence

        i. Attendance policy for online courses:

            1. In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass **daily**, especially when enrolled in intensive courses. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you may be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may still submit and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0.

            2. On days and times designated in the Course Schedule, this course will include synchronous class meetings, which will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is required unless arrangements have been made in advance with your professor. If for some reason students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.

    c. Communication

        i. eClass Announcements

            1. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

        ii. Southern Email

            1. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours,

except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "EDCI 517 Week 1 Quiz."

C. **GRADES AND FEEDBACK PLAN**
   a. **Accessing your grades in eClass**
      i. There are two places in eClass pertaining to grades. One place is the "Grades" link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
      ii. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.
   b. **Submission Times and Late Work Caution**
      i. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
      ii. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.
      iii. By Tuesday at 11:55 p.m. each week, you should have completed:
          1. All required reading
          2. Viewing of video lectures
          3. Viewing of MindTap video cases
          4. Your initial discussion post
          5. Your quizzes over your textbook chapters
      iv. On Wednesday at 6:00 pm., you should attend the live session (or view recording by Thursday at 11:55 p.m.)
      v. By Friday at 5 pm., you should have:
          1. Replied to two classmates' discussion posts.
          2. Completed your video case response assignment in eClass.
      vi. By Sunday at 11 p.m., you should have completed weekly assignments.
      vii. If eClass is down at the time an assignment is due, you may email me your assignment to show me that it was completed prior to the deadline; however, I will not grade the assignment until you upload it to the appropriate dropbox in eClass.
      viii. On occasion, a student may be sick or have an emergency and ask for an extension on an assignment and have that request granted. Please note that even if I give you permission to turn your assignment in late, when I grade your classmates' submissions, I will record a zero for you. When you submit the assignment, it is imperative that you email me to let me know that I should go back into that dropbox to grade your assignment. Otherwise, the zero will remain.

This policy allows students to see what their grade is in real-time if they do not submit an assignment.

c. **Providing Feedback to the Professor**
   i. General Feedback from Students
      1. You will be asked for your feedback midway through the course. You will be asked to respond to a survey accessed via a [Google Form](#) that will be posted in the Announcements Forum. All comments will be kept confidential, but will be used to help me pace the course and review the effectiveness of assigned activities.
   ii. Feedback from Students: Course Evaluation
      1. Near the end of the semester, you will need to evaluate this course. Southern Adventist University requires all students enrolled in courses, on campus or online, to complete a course evaluation providing honest feedback that can be used to improve the quality of the academic program. You may access this evaluation at http://myaccess.southern.edu. Log in using your SAU e-mail name and password, and then select Course Evaluation. All comments and evaluations are completely anonymous and the results of these course evaluations are made available to professors only after grades are submitted to the records office.

d. **Receiving Feedback from the Professor**
   i. Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Most assignments are graded within 48-72 hours unless otherwise noted by your professor within the syllabus or through a News Forum announcement or email. Your midterm and final will be graded within a week of submission. If you would like additional feedback from your professor, please contact me via email or schedule a phone call or video conference.
   ii. **Teaching a Learner, Not a Lesson, and Reflecting Assignment:**
      1. Observe and dialogue with a learner between the ages of 5 and 19 that you know and can obtain parental permission to work with on 3 occasions. You should look at the lesson planning template you must use to plan your learning segment prior to meeting with the learner. You'll need to take note of several aspects of the learner's development in order to plan effectively. For each of the required theorists (Erikson, Piaget, Kohlberg), describe which stage the child is in and a DETAILED description of how you know. Your description should show that you asked questions that would get you theory-specific answers. (Elementary teachers and candidates should choose a learner between the ages of 5 and 12 while secondary teachers and candidates should choose a learner between the ages of 12 and 19.) Use this [note-taking template](#) to take notes during your meeting with the learner. You will need to download the document and then save your document on your computer in a location where you'll be able to find it. You will submit this assignment at the end of Week 1 to an eClass dropbox.
      2. After your initial meeting with the learner, reflect on where that learner might be within Erikson's, Piaget's, and Kolberg's stages. Within your note-taking template, postulate on the learner's stages and provide evidence to support those postulations.
      3. In Week 3, you will teach this learner, so you must plan for this teaching. Based on your initial interaction and reflection, plan a learning segment for this child. Use this [lesson plan template](#) to create your plan. You will need to download the document and then save your document on your computer in a location where you'll be able to find it. You will submit this assignment at the end of Week 2 to an eClass dropbox.

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4. Lesson plans will be graded with this [rubric](#).
5. You will write a rationale at the end of your plan that explains in detail:
   a. How your plan illustrates your knowledge of how learners typically develop while honoring individual variations within the learner
   b. How this plan is developmentally appropriate and challenging
   c. How you've adapted the plan to consider the learner's cognitive, linguistic, social, emotional, and physical development
   d. How you've adapted the lesson to take into account the individual strengths and needs of the learner
   e. How your plan fosters an inclusive, equitable, and anti-bias environment
   f. How it is student-centered and culturally relevant
   g. How the student will be motivated to learn
6. Note: If you are an elementary teacher or candidate, you must choose to teach a literacy concept. As you teach, you should consider:
   a. The learner's cultural and linguistic history as a resource for planning the instruction
   b. How to include traditional print texts and digital texts that are representative of diverse cultural and linguistic experiences of the learner
7. If you're a secondary teacher or candidate, you must teach a concept from within your content area and to a learner from ages 12-19. Some content area programs require additional steps to meet the standards of that content area.
   a. Secondary Science (additional requirement)
      i. Secondary science candidates must include in their plan methods for identifying and addressing misunderstandings, prior knowledge of the learner, and naive conceptions.
      ii. They must also integrate a science-specific technology to support the learner's conceptual understanding.
      iii. The learner should have the opportunity to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend explanations.
   b. Secondary English (additional requirement)
      i. In your learning segment, your plan should consider:
      ii. How adolescents read and compose texts and make meaning through interaction with media environments
      iii. How your instructional activities are developmentally appropriate and are responsive to diversity of all forms and that support equitable learning opportunities and success for students
      iv. How to use the following as resources for instruction:
      v. The learner's local, national and international histories
      vi. The learner's individual identity (race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment)
      vii. The learner's cultural and linguistic histories
      viii. How the texts you select to use in your lesson are representative of diverse cultural and linguistic experiences of the learner (and potential learners within a scenario with more students)

      c. At the end of Week 3, you will turn in a reflection on your teaching. Although this is not due until the end of Week 3, please try to complete at least the majority of your reflection within 24 hours of teaching the learner since this provides the best outcomes when reflecting. The reflection can be found here. You will need to download the document and then save your document on your computer in a location where you'll be able to find it.

   8. Points Available for this Assignment:

      a. During your first week, you must find a learner to work with in order to complete your work on time.

      b. Initial observation and reflection on note-taking template (50 points)--Due June 4, 2023 by 11:55 p.m.

      c. Lesson Plan (80 points)--Due June 11, 2023 by 11:55 p.m.

      d. Teach and Reflect (50 points)--Due June 18, 2023 by 11:55 p.m. (extra credit available for videotaping your teaching)

iii. **Video Case Reports:**

   1. For your video case report assignments, you will view a video case linked in eClass for each chapter of your textbook. You will answer questions located in each week's eClass dropbox. ==Please do not answer questions within Mindtap, as they may be different questions and since your answers do not get reported to eClass, so you'll have to redo your work.== Rather, you should view the video by clicking on the link in eClass. Then return to eClass and answer the questions provided in the dropbox where you'll complete inline text rather than uploading a Word document. Each video case report is worth 15 points.

   2. You may view the questions here.

iv. **Discussion Posts and Responses:** 7 initial posts and 14 responses (16 points possible per forum = 112 Points)

   1. You will interact with the other co-learners in class by posting original thoughts and replying to at least two other classmates' posts. The posts will relate what you are learning that week.

   2. To receive full credit for this assignment, a minimum of one initial post per week (a total of 7 for the course) and two responses to your peers per week (a total of 14 responses for the course) to classmates' posts is required.

   3. Your initial post is due Tuesday at 11:55 p.m. ET. You should reply to two of your classmates' posts by Friday at 5 p.m.

   4. Your professor will evaluate each of your weekly posts and responses using the rubric provided. You can find the rubric that will be used to grade your discussion assignments located under Course Resources in eClass, or by clicking this link. Please note that it is impossible to receive full credit if you post all of your responses on a single day.

   5. A live verbal discussion has back and forth interactions. We seek to simulate that in eClass. Please be sure to read what your classmates say when they reply to your initial post. In a polite conversation, you'd reply to those who speak to you, and in a discussion forum, it is polite to reply when someone chooses your initial post to read and reply to. You should also provide a thorough response to at least two of your classmates' initial posts.

6. Discussion Posts can earn 16 points each, which adds up to a significant portion of your grade, so be sure to do your posts and stay caught up in your replies. Given the nature of a discussion, no credit will be given for posts or replies that are done late.

v. **Quizzes**

1. Each week by Tuesday at 11:55 p.m., you will complete a quiz for each chapter of your reading, which will be worth ten points each.
2. Your quizzes will be delivered electronically through links provided in eClass that lead to MindTap.
3. Your quizzes allow two attempts and are limited to 20 minutes for completion of each attempt. The questions are randomly drawn from a bank of questions, so your second attempt will likely have different questions than your first. Please ensure that you complete your reading prior to taking the quiz since the short timeframe will be insufficient to look up answers during the quiz.

vi. **Exams**

1. In Week 4 and Week 8, you will have exams, your midterm first and then your final.
2. The questions are provided in advance on eClass in the form of a Word document and are also provided on this syllabus so that you can study and learn the concepts each week as you read. I strongly encourage you to download a copy of the midterm and final during Week 1 and save a copy somewhere in the cloud or on your computer or both. Begin completing the questions as you learn the answers, doing a little each week so that when you come to the week that the exam is due, it will be mostly completed.
3. You should respond using standard English and complete sentences.
4. You are not required to provide citations for your answers, but please do so if you directly quote material from any source.
5. You should not collaborate with your classmates on your exams.
6. If you have any questions about the exam (or anything else in the course), be sure to ask them at our live sessions and/or in the chat for students called Class Cafe. Likely, your classmates have similar questions, so you can help them by asking your question in the forum.
7. Your midterm is worth 100 points.
8. Your final is worth 100 points.

vii. **Developmental Characteristics and Theories Assignment (Parts 1 & 2):**

1. If you're enrolled in the MAT program, when you get to the end of your program, you'll be completing edTPA, a performance assessment that requires you to analyze a video of yourself teaching your students. Part of the commentary that you'll write will include the explicit description of how you are thinking about research, theory, readings, books, and authors. When you are completing edTPA, you will draw upon educational philosophy and specific theories of development, learning, group work, and motivation, as well as conceptions and research-based practices of the discipline you are teaching. The theoretical concepts and lines of research included in your edTPA should support/inform your instructional decisions. If you're not enrolled in the MAT program, you still need to be very aware of the theories that exist and very intentional about which ones you believe have enough credence to underpin your practice. ALL students, both those in a degree program, and those who are not, will complete this assignment.
2. To do well in edTPA, you must not merely cite a textbook author, name-drop (e.g. *Vygotsky or Bloom said*), or describe a concept without making an explicit and well-developed connection between the theory/research and your plans for instruction

and knowledge of your students. You will need to be sure your justification centers on instructional and support choices that move the learner toward meeting the lesson objectives. (Even if you're not completing edTPA, name-dropping a theorist without understanding the nuances of the theory and being familiar with the research and foundations of that work is unwise and may lead to undesirable outcomes for you and your students. We should be wise!)

3. You will use phrases like this:
    a. Phrase: *[ ] says….this influenced how I…*
    b. Phrase: *Research by [_____] suggests…., with this in mind….*
    c. Phrase: *This decision was informed by….*
    d. Phrase: *Research says…*
    e. *Example: Vygotsky said that when scaffolding is used effectively in instructional situations, students develop new understandings and build upon their prior knowledge to formulate new ideas. This influenced how I incorporated instructional scaffolding to connect new content to my students' prior academic learning.*
    f. *Example: Research by Marzano (2011) suggests that teachers carefully plan and execute instructional strategies that engage students in cognitive complex tasks to stimulate a connection of real world applications to help students make a link between instructional goals and personal goals. With this in mind, when designing this lesson, I incorporated Marzano's strategies to appropriately use learning tasks that fit the needs of my students.*
    g. *Example: My decision to begin the lesson with this activity was informed by Constructivist theory, which suggests that students should be given time to explore materials and make discoveries on their own.*
    h. *Example: The student groups were purposefully organized to have a variety of learning levels within each group. Research says that cooperative learning works better than many other types of learning (Pressley & McCormick, 2007).*

4. To prepare for that work and to prepare for the work of teaching, you will begin to organize research/theory by topic and summarize important research and theory. You will construct sentence stems to use in edTPA planning commentaries.

5. For Part 1 of your assignment, you'll be constructing at least 8 sentence stems for different theories recording your work on a Google or Word document. In Part 2, you will add at least 8 more.

6. You may work with a classmate on this assignment, if desired. Your charts may be the same, but you will both need to submit them separately to the eClass dropbox.

7. Go to this link to access the document if you plan to work in Google to facilitate ease of collaboration with a classmate. Use Google's feature of making a copy of the document in order to have the right to edit. (My document is set up so that you can only view it since it serves as a template for everyone.) If you would like to use a Word document, you may access it here. You will need to download the document and then save your document on your computer in a location where you'll be able to find it.

8. *Assignment and examples borrowed from here.*

9. *T*he assignment will be graded using the checklist at the bottom of the template for this assignment. Part 1 will be worth 24 points, and Part 2 will also be worth 24 points.

10. Part 1 of this assignment is due by 11:55 p.m. November 20, 2022. Part 2 of this assignment is due by 11:55 p.m. December 4, 2022.

viii.   Points Possible for Course and Grade Scale

Assignment	Standard	Pts Each	#	Total Points
Discussion Forums *(weekly)*	InTASC Standard 1	16	7	112 *12.7%*
Teach a Learner Not a Lesson ● Note-taking Template (50 points) *6/4/23* ● Lesson Plan (80 points) *6/11/23* ● Reflection (50 points) *6/18/23*	InTASC Standard 1 ELA Literacy 1.1h-i K-5 SPA 1.a Biology SPA 2.a-e; 3.a; 3.c Chemistry SPA 2a-e; 3a-c Physics SPA 2.a-e; 3.a-c English SPA I.E2; II.E3; III.E2; VI.E.2 K-5 Literacy 1.1c-d	180	1	180 *20.3%*
Video Case Reports *(weekly)*	InTASC Standard 1	15	13	195 *22.0%*
Exams ● Midterm (100 points) *6/25/23* ● Final (100 points) 7/16/23	InTASC Standard 1 K-5 Literacy 1.1a-b	100	2	200 *22.6%*
Quizzes *(weekly)*	InTASC Standard 1 K-5 Literacy 1.1a-b	10	13	130 *14.7%*
Developmental Characteristics and Theories Assignment ● Part 1 (24 points) *7/2/23* ● Part 2 (24 points) *79/23*	InTASC Standard 1 K-5 SPA 1.a-h Biology SPA 2.a-e; 3.a; 3.c Chemistry SPA 2a-e; 3a-c Physics SPA 2.a-e; 3.a-c English SPA I.E2; II.E3; III.E2; VI.E.2 K-5 Literacy 1.1c-d ELA Literacy 1.1a-d	24	2	48 *5.4%*
Course Evaluation ● Google Form at Midterm (10 points) *6/25/23* ● Official course evaluation (10 points) *7/16/23*		10	2	20 *2.3%*
TOTAL				885

Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
F	62% & below

Weekly Course Schedule

Schedule for EACH Week:

- By Tuesday at 11:55 p.m.:
    - Read textbook chapters.
    - View video lectures (found in eClass).
    - View videos in MindTap.
    - Post your initial discussion forum post.
- On Wednesday at 6:00 pm.: Attend live session (or view recording by Thursday at 11:55 p.m.)
- By Friday at 5 p.m.:
    - Reply to two classmates' discussion posts.
    - Complete your video response assignment in eClass.
- By Sunday at 11:55 p.m.:
    - Complete weekly assignments.

COURSE SCHEDULE

Class Meetings: Wednesdays, 6-7 p.m. ET Zoom Room for Class Meetings: https://southern.zoom.us/j/96962877993

Week 1: The Art and Science of Teaching **May 30 – June 4, 2023**	
Biblical Foundation	Our brains are fearfully and wonderfully made. In this course, we will learn more about teaching as an art and as a science. We'll take what scientists and theorists have learned and compare and contrast that with what we know from our own experience. We'll filter our learning through the lens of what we learn from the Bible and Christian authors like Ellen White in her great work, Education. We'll come back again and again to the realization that our brains and those of our students are fearfully and wonderfully made (Psalm 139:14)! " 'For my thoughts are not your thoughts, neither are your ways my ways,' declares the LORD. 'As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts' " (Isaiah 55:8-9). May we pray this week and throughout this course that God will elevate our thoughts and understandings of how our minds and bodies work so that we can learn things about education and psychology that will empower us to be the educators God is calling us to be.
Objectives	At the close of Week 1, you will be able to: 1. Elaborate on the main focus of educational psychology. 2. Explain how learning about educational psychology will enable one to be a more effective educator. 3. Support the statement, "Good teaching is partially an art and partially a science." 4. Support the concept that teaching as inquiry contributes positively to an educator's effectiveness. 5. Explain how social interactions influence the development of one's personality, especially with regard to one's personal sense of industry and identity. 6. Provide examples of how Jean Piaget's stage theory of cognitive development can be used to guide learning experiences in and out of the classroom. 7. Explain how Lev Vygotsky's sociocultural theory of cognitive development connects social interactions in classrooms to the cognitive capacities of learners. 8. Explain how cognitive development influences moral thinking and moral behavior.
Read	● Chapter 1: Applying Psychology to Teaching ● Chapter 2: Theories of Psychosocial and Cognitive Development ● Examples of Erikson's Stages
Watch	● Week 1 Overview ● Chapter 1 Video Case–Teaching as a Profession: What Defines Effective Teaching ● Chapter 2 Video Case–Vygotsky's Zone of Proximal Development: Increasing Cognition in an Elementary Literacy Lesson

Discuss	● Introduce yourself to your classmates. Tell us about yourself and your goals for the course. Tell us which theory resonates the most deeply with you and why? Which one do you have the most criticism of and why? Discuss all four theories within your discussion post.
	    ○ Erikson's Theory of Psychosocial Development
	    ○ Piaget's State Theory of Cognitive Development

	○ Vygotsky's Sociocultural Theory of Cognitive Development ○ Kolberg's Theory of Moral Development Discussion forums are graded with this <u>rubric.</u>
Live Session	Click here to attend this week's live session: <u>https://southern.zoom.us/j/96962877993</u>

Submit Here	**Teaching a Learner, Not a Lesson, and Reflecting Assignment:**
	
	Observe and dialogue with a learner between the ages of 5 and 19 that you know and can obtain parental permission to work with on 3 occasions. You should look at the lesson planning <u>template</u> you must use to plan your learning segment prior to meeting with the learner. You'll need to take note of several aspects of the learner's development in order to plan effectively. For each of the required theorists (Erikson, Piaget, Kohlberg), describe which stage the child is in and a DETAILED description of how you know. Your description should show that you asked questions that would get you theory-specific answers. (Elementary teachers and candidates should choose a learner between the ages of 5 and 12 while secondary teachers and candidates should choose a learner between the ages of 12 and 19.) Use this <u>note-taking template</u> to take notes during your meeting with the learner.
	
	After your initial meeting with the learner, reflect on where that learner might be within Erikson's, Piaget's, and Kolberg's stages. Within your note-taking template, postulate on the learner's stages and provide evidence to support those postulations.
	
	In Week 3, you will teach this learner, so you must plan for this teaching. Based on your initial interaction and reflection, plan a learning segment for this child. Use this lesson plan <u>template</u> to create your plan. Your lesson plan will be graded with this <u>rubric</u>.
	        You will write a rationale at the end of your plan that explains in detail:
	                ● How your plan illustrates your knowledge of how learners typically develop while honoring individual variations within the learner
	                ● How this plan is developmentally appropriate and challenging
	                ● How you've adapted the plan to consider the learner's cognitive, linguistic, social, emotional, and physical development
	                ● How you've adapted the lesson to take into account the individual strengths and needs of the learner
	                ● How your plan fosters an inclusive, equitable, and anti-bias environment
	                ● How it is student-centered and culturally relevant
	                ● How the student will be motivated to learn
	Note:
	    ● If you are an **elementary** teacher or candidate, you must choose to teach **a literacy concept**. As you teach, you should consider:
	        ○ The learner's cultural and linguistic history as a resource for planning the instruction
	        ○ How to include traditional print texts and digital texts that are representative of diverse cultural and linguistic experiences of the learner
	    ● If you're a **secondary** teacher or candidate, you must teach a concept from within **your content area** and to a learner from ages 12-19. Some content area programs require additional steps to meet the standards of that content area.
	        ○ Secondary **Science** (additional requirements)
	            ■ Secondary science candidates must include in their plan methods for identifying and addressing misunderstandings, prior knowledge of the learner, and naive conceptions.

- They must also integrate a science-specific technology to support the learner's conceptual understanding.
- The learner should have the opportunity to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend explanations.
  - Secondary **English** (additional requirements)
    - In your learning segment, your plan should consider:
      - How adolescents read and compose texts and make meaning through interaction with media environments
      - How your instructional activities are developmentally appropriate and are responsive to diversity of all forms and that support equitable learning opportunities and success for students
      - How to use the following as resources for instruction:
        - The learner's local, national and international histories
        - The learner's individual identity (race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment)
        - The learner's cultural and linguistic histories
      - How the texts you select to use in your lesson are representative of diverse cultural and linguistic experiences of the learner (and potential learners within a scenario with more students)

Points Available for this Assignment:
- During your first week, you **must** find a learner to work with in order to complete your work on time.
- Initial observation and reflection on note-taking template (50 points)-- Due June 4, 2023 by 11:55 p.m.
- Lesson Plan (80 points)--Due June 11, 2023 by 11:55 p.m.
- Teach and Reflect (50 points)--Due June 18, 2023 by 11:55 p.m. (extra credit available for videotaping your teaching)

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Video Case Report #1 (inline text option in eClass)

Title–Teaching as a Profession: What Defines Effective Teaching?
- This section of the chapter explains that teaching is both art and science. How did the teachers in the video combine both artistic and scientific approaches to teaching?
- Give some specific examples from the video that illustrate how teachers employed the attribute of flexibility that is described in the chapter.

Video Case Report #2 (inline text option in eClass)

Title: Vygotsky's Zone of Proximal Development: Increasing Cognition in an Elementary Literacy Lesson
- How does the video illustrate the zone of proximal development as it is explained above? How does the video bring this concept to life?
- How does the classroom teacher in the video (Dr. Hurley) scaffold instruction for the children? What kinds of hints and leading questions does she give them?

Rubric for Video Case Reports (also included on syllabus; needs to be embedded in assignments to make grading easier)

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Chapter 1 Quiz *Due 5/31/23*

	Chapter 2 Quiz *Due 5/31/23*
**Week 2: Knowing Our Students as a Group and as Individuals** **June 5 – 11, 2023**
Biblical Foundation	In the biblical narrative of Samuel, we can follow an individual through many of the stages of development. He came to serve in the Temple as a young child, was called by God, according to Josephus, the historian, at the age of 12, and served God as a prophet and judge until he died as an old man. This week, before you read your textbook chapters, read 1 Samuel Chapters 1-7. As you read through Chapter 3 and 4 of your textbook, consider Samuel's life. (Alternatively, read one of the Gospels and consider Jesus' life.) Consider these questions: Where do you see his development changing how he responds to situations? What can we learn about how people grow and learn over the span of a lifetime from his life? May we all be able to say that we and our students are growing in wisdom and stature, and in favor with God and man like the Bible says that Samuel and Jesus did (1 Samuel 2:26; Luke 2:52).
Objectives	At the close of this week, you will be able to: 1. Describe one or more aspects of the physical, social, emotional, and cognitive development of each of the following groups:preschool and kindergarten children, primary grade students, elementary grade students, middle school students, and high school students. 2. Articulate ways in which technology resources can be used to help students successfully resolve the developmental challenges of egocentrism, interpersonal reasoning, and cognitive development. 3. Define intelligence. 4. Explain what intelligence tests are designed to measure. 5. Evaluate how contemporary theories of intelligence differ from the traditional views. 6. Illustrate ways that Robert Sternberg's and Howard Gardner's theories of intelligence can be used to guide classroom instruction. 7. Describe the following learning styles: reflectivity/impulsivity, field-dependence/field-independence, and mental self-government. * 8. Characterize the manner in which gender differences do and do not exist on tests of cognition and achievement.* 9. Outline ways in which gender bias affects students.
Read	Required: ● Chapter 3: Age-level Characteristics ● Chapter 4: Understanding Student Differences ● 1 Samuel Chapters 1-7 Optional: Patriarchs and Prophets, Chapter 55
Watch	● Week 2 Overview ● Chapter 3 Video Case–Social and Emotional Development: Understanding Adolescents ● Chapter 4 Video Case–Multiple Intelligences: Elementary School Instruction
Discuss	Describe one or more aspects of the physical, social, emotional, and cognitive development of each of the following groups: ● Preschool and kindergarten children ● Primary grade students ● Elementary grade students ● Middle school students ● High school students.

	Give examples from your own life or experience that illustrate those aspects. Also, consider this quote from Patriarchs and Prophets, "If children were taught to regard the humble round of everyday duties as the course marked out for them by the Lord, as a school in which they were to be trained to render faithful and efficient service, how much more pleasant and honorable would their work appear. To perform every duty as unto the Lord, throws a charm around the humblest employment and links the workers on earth with the holy beings who do God's will in heaven" (PP 574.1). How does this align with what you're learning about physical, social, emotional, and cognitive development? Share your thoughts and experiences. Discussion forums are graded with this rubric.
Live Session	Click here to attend this week's live session: https://southern.zoom.us/j/96962877993

Submit Here	• Lesson Plan (80 points)--Due June 11, 2023 by 11:55 p.m.
	    ○ Your lesson plan will be graded with this rubric.
	
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	Video Case Report #3 (inline text option in eClass)
	    Title–Social and Emotional Development: Understanding Adolescents
	• The boys in this video are in the developmental process of adolescent identity formation in which the improvement of school-appropriate social and emotional skills is important. What is one important point you learned from the boys in this video? Why is this point important to you?
	• The guidance counselor in this video shows many speaking and listening skills which encourage the boys to articulate their thoughts and feelings. What is one important point you learned from the guidance counselor? Why is this point important to you?
	
	Video Case Report #4 (inline text option in eClass)
	    Title–Multiple Intelligences: Elementary School Instruction
	• Which of Gardner's eight intelligences, as described in Table 4–1, are depicted in this video? How do specific students within the video illustrate these intelligences?
	• How does the teacher in this video use MI theory to teach traditional academic skills and subject matter? Do you think his approach is effective? Why or why not?
	
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	Chapter 3 Quiz *Due 6/6/23*
	
	Chapter 4 Quiz *Due 6/6/23*

<td colspan="2" align="center">**Week 3: Responding to Diversity and Differences** June 12 – 18, 2023</td>
Biblical Foundation	This week, we will be learning how to best educate students by keeping in mind aspects of diversity and student variability as we teach. I like for people to consider me a unique individual and respond to me in ways that are appropriate to my needs and learning styles. For example,I learn best when I have a combination of written words and spoken words. If I only listen, I learn much less than if I can reference things in writing. Some of my teachers have met that need while others have not, which did affect my learning. Think about how God does this for us. There are many examples in the Bible of how He approached His children in ways that considered their unique qualities. With Moses, God

	challenged him and held firm to expectations but sent him help before he asked for it (Exodus 3). With Jacob, He physically wrestled with him and sent him dreams (Genesis 32). With Joseph, He prepared him for a crucial role through a difficult journey (Genesis 37, 39-50). With Elijah, He sent an angel to cook for him twice and let him take day long naps (1 Kings 19). With a woman of ill repute, He was gentle and defended her (Matthew 26), but with the religious leaders, He was more confrontational and severe, calling them a brood of vipers, a blind, evil generation (Matthew 12). As you read and study this week, please consider how God has treated you as an individual. Also, think about how we honor our students and God by treating all learners with enough respect to see and teach them as individuals.
Objectives	At the close of this week, you will be able to: 1. Describe how students' ethnicity and social class affect classroom learning and teacher expectancy. 2. Define multicultural education, and name four basic approaches to multicultural education. 3. Distinguish between the following types of bilingual education programs: transition, maintenance, and two way bilingual.* 4. Discuss how web-based resources and web-based interactions like chat sessions and discussion boards help ELL students to improve listening, speaking, reading, and writing skills.* 5. Evaluate practices used by educators and school systems to accommodate student variability and how they compare to research on best practices. 6. Enumerate the key features of the Individuals with Disabilities Education Act (IDEA) and how those features influence teaching practice. 7. Describe the characteristics of learners with intellectual disability, and explain how their learning can be supported. 8. Describe the characteristics of students with learning disabilities and attention-deficit/hyperactivity (ADHD) disorder, and explain how their learning can be supported. 9. Describe the characteristics of students with emotional disturbance, and explain how their learning can be supported. 10. Describe the characteristics of students who are gifted and talented, and explain how their learning can be supported. 11. Explain how the universal design for learning (UDL) approach and the use of assistive technology support learners.
Read	● Chapter 5: Addressing Cultural and Socioeconomic Diversity ● Chapter 6: Accommodating Student Variability ● Exodus, Chapter 3 ● 1 Kings 19:1-8
Watch	● Week 3 Overview ● Chapter 5 Video Case–Integrating Internet Research: High School Social Studies ● Chapter 6 Video Case–Academic Diversity: Differentiated Instruction
Discuss	Have you had first-hand experience with any of the following: ● The effect of teacher expectancy on learning being impacted by students' ethnicity and social class ● Bilingual education ● The accommodation of student variability ● Implementation of IDEA ● Learners with intellectual disabilities, learning disabilities, emotional disturbance, gifted and

	talented learners Discuss your experiences and/or thoughts from what you've read and viewed this week. Discussion forums are graded with this rubric.
Live Session	Click here to attend this week's live session: https://southern.zoom.us/j/96962877993
Submit Here	● Teach and Reflect (50 points)--Due June 18, 2023 by 11:55 p.m. (extra credit available for videotaping your teaching) —--- Video Case Report #5 (inline text option in eClass) 　Title–Integrating Internet Research: High School Social Studies ● In this video, students conduct Internet research on the topic of the civil rights movement during a high school social studies class. Toward the end of the video, the teacher, Ms. Sweeney, expresses her desire for students to "study the humanity of others so that they can know more about themselves." What does this statement mean to you? What types of instructional activities might a Social Studies teacher with this orientation use in her classroom? ● Do the students in the video seem to be studying "the humanity of others so that they can know more about themselves"? Give an example from the video to support your position. ● Students from seemingly different cultural backgrounds offer examples of what they are learning about the civil rights movement. Describe one student's learning, and offer your opinion as to why this learning is important. Video Case Report #6 (inline text option in eClass) 　Title–Academic Diversity: Differentiated Instruction ● What did the teacher in this video do to make the lesson work for all of her students? Describe some of the strategies and tools that she used. ● Based on reading the chapter and watching the video, what do you think would be most challenging for a classroom teacher about "doing" differentiated instruction? 　—-- Chapter 5 Quiz *Due 6/13/23* Chapter 6 Quiz *6/13/23*
Week 4: Theories, Part 1 **June 19 – 25, 2023**	
Biblical Foundation	Christian author, Ellen White, says: "Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do. The men and women in whom this power is developed are those who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train young people to be thinkers, and not mere reflectors of other people's thought. Let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of producing educated weaklings, institutions of learning may send forth men and women who are strong to think and act—individuals who are masters and not slaves of circumstances,

	individuals who possess breadth of mind, clearness of thought, and the courage of their convictions.

Such an education strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition. Instead of some master passion becoming a power to destroy, every motive and desire is brought into conformity to the great principles of right. As the perfection of God's character is dwelt upon, the mind is renewed and the soul is recreated in His image" (Education, TEd 9.1-4).

The theories that you will be studying in this course should be examined through your worldview. While many of these theories have components that can be instructive regardless of worldview, all will have aspects that we may choose to reject since they do not align with our own worldview. As you read these theories, think about what you believe and make a conscious and informed decision about what to embrace, what to learn more about before embracing, and what to reject outright. Be a thinker and don't reflect others' thoughts without a careful examination of them. |
| Objectives | At the close of this week, you will be able to:
1. Define operant conditioning and identify at least five of its basic principles.
2. Describe at least three educational applications of operant conditioning principles.
3. Define the information-processing view of learning.
4. Describe the various components and processes that make up the multi-store model of information processing.
5. Define metacognition, and explain how it affects the learning process.
6. Evaluate behavioral learning theory and information-processing theory through the lens of the philosophy of the School of Education & Psychology, through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education. |
| Read | Required:
● Chapter 7: Behavioral Learning Theory: Operant Conditioning
● Chapter 8: Information-processing Theory
● Education, Chapter 1

Optional: What Is a Biblical Worldview and Why is It Important in Education? |
| Watch | ● Week 4 Overview
● Chapter 7 Video Case–Classroom Management: Handling a Student with Behavioral Problems
● Chapter 8 Video Case–Using Information-Processing Strategies: A Middle School Science Class |
| Discuss | Share your thoughts on behavioral learning theory and information-processing theory. Also, evaluate them through the lens of the philosophy of the School of Education & Psychology (shown below), through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education.

Philosophy of the School of Education & Psychology:
"The School of Education and Psychology subscribes to the philosophy that human beings were created in the image of God and received unlimited potential for multifaceted development. It is the purpose of Christian education to bring individuals back to the wholeness in which they were created, through a saving relationship with Jesus Christ. Consequently, the work of education is also the work of redemption and involves the |

	development of the whole person—spiritual, mental, emotional, social, and physical aspects." Discussion forums are graded with this [rubric.](#)
Live Session	Click here to attend this week's live session: https://southern.zoom.us/j/96962877993
Submit Here	Midterm Study Guide: Due June 25, 2023 by 11:55 p.m. ● Why do we study educational psychology? ● How is good teaching both an art and a science? ● Why does teaching as inquiry make educators more effective? ● How do social interactions influence the development of personality? ● Give at least two examples of how Piaget's stage theory of cognitive development can be used to guide learning. ● How does cognitive development influence moral thinking and moral behavior? ● Explain Vygotsky's sociocultural theory of cognitive development. ● How can technology be used to help students successfully resolve the developmental challenges of egocentrism, interpersonal reasoning, and cognitive development. ● What is intelligence? ● What are intelligence tests designed to measure? ● How has the way intelligence is understood changed over time? ● How can Sternberg's theory of intelligence guide instruction? ● How can Gardner's theory of intelligence guide instruction? ● How does gender bias affect students? ● How might students' ethnicity and social class affect their learning and their what their teacher expects of them? ● What is multicultural education? Explain the four basic approaches. ● How have schools sought to accommodate student variability in the past, and how do these approaches compare to research in best practices? ● What are the key features of IDEA? Describe how those features influencer teaching practice. ● What are the characteristics of learners with intellectual disability? How can teachers support their learning? ● What are characteristics of students with learning disabilities and attention-deficit/hyperactivity (ADHD) disorder, and explain how their learning can be supported? ● What are characteristics of students who are gifted and talented, and explain how their learning can be supported? ● What is UDL? How is it used? ● What is operant conditioning? Explain at least five of its basic principles and three ways those principles might be applied to education. ● What are key tenets of the information processing view of learning? ● Explain metacognition. Give an example. Explain how it affects learning. Download your midterm [here](#). Save your document on your computer in a location where you'll be able to find it. Thoroughly answer each question. Submit your midterm to the midterm dropbox by 11:55 p.m. on Sunday, June 25, 2023.. —--- Video Case Report #7 (inline text option in eClass) Title–Classroom Management: Handling a Student with Behavior Problems

- Which basic principles of operant conditioning did Mrs. Henry use when trying to help the troubled student in the video? Explain your answer.
- Give some examples of positive reinforcement that the teachers could use with this student (to decrease his negative behavior).

Video Case Report #8 (inline text option in eClass)
    Title–Using Information Processing Strategies: A Middle School Science Lesson
- What kinds of encoding strategies does the teacher facilitate in this lesson?
- How does the efficient processing of information contribute to critical thinking?

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Chapter 7 Quiz *6/20/23*

Chapter 8 Quiz *6/20/23*
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Google Form Midterm Course Evaluation Due *6/25/23*

Week 5: Theories, Part 2 June 26 – July 2, 2023

Biblical Foundation	This week, you'll be learning about social cognitive theory and constructivism, two approaches that deeply resonate with many educators. I admit, they do with me! As you will learn more about this week, constructivist teachers seek to facilitate learning, and rather than provide knowledge to students, seek to allow students to guide their own learning. Such educators create situations where students will question their own assumptions and those of others and create situations that create an opportunity to challenge students on their assumptions. If we examine how Jesus, the Master Teacher, taught, we can find many examples of His use of constructivism, but one of my favorites is the story of the Good Samaritan. You can read this story in Luke 10. In it, we see a lawyer asking Jesus what one must do to inherit eternal life. Jesus responded by activating the man's background knowledge, asking him what is written in the Law, asking how the lawyer "reads it". Jesus lets the man tell his own way of looking at this, and then tells him he's right when he answers: love God and love your neighbor as yourself. However, the lawyer couldn't stop there, for some reason wanting to justify himself. He asked Jesus, "Who is my neighbor?" Jesus' response is one that forces the lawyer to examine his assumptions and either learn or choose not to do so. Jesus wasn't interested in having his students do worksheets and sit quietly. He knew the mission He would send them on would require that they learn deeply, and He knew His teaching would have to be disruptive to some of their ingrained ways of thinking and doing. As you read, study, and learn this week, think about how Jesus taught. Ask yourself how you can be a master teacher, as well.
Objectives	At the close of this week, you will be able to: 1. Describe examples of how personal characteristics, behavioral patterns, and environmental factors interact to influence learners' behaviors. 2. Define and provide examples of self-regulation and self-efficacy, and describe how they contribute to achievement. 3. Explain what it means to be a self-regulated learner, and note how teachers can help students acquire this capability. 4. Summarize research findings on various aspects of social cognitive theory. 5. Explain the basic claims underlying constructivist learning theory, and give examples of constructivist practices. 6. Provide examples of how the five-step approach to problem-solving might be used.

	7. Describe learning situations in which the different kinds of positive transfer would be supported. 8. Evaluate social cognitive theory and constructivist learning theory through the lens of the philosophy of the School of Education & Psychology, through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education.
Read	Required: ● Chapter 9: Social Cognitive Theory ● Chapter 10: Constructivist Learning Theory, Problem-solving, and Transfer ● Luke 10: 25-37 Optional: The Greatest Constructivist Educator Ever: The Pedagogy Jesus Christ in the Gospel of Matthew in the Context of the 5Es
Watch	Week 5 Overview Chapter 9 Video Case–Metacognition: Helping Students Become Strategic Learners Chapter 10 Video Case–Middle School Science Instruction: Inquiry Learning
Discuss	Evaluate social cognitive theory and constructivist learning theory through the lens of the philosophy of the School of Education & Psychology (shown below), through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education. Philosophy of the School of Education & Psychology: "The School of Education and Psychology subscribes to the philosophy that human beings were created in the image of God and received unlimited potential for multifaceted development. It is the purpose of Christian education to bring individuals back to the wholeness in which they were created, through a saving relationship with Jesus Christ. Consequently, the work of education is also the work of redemption and involves the development of the whole person—spiritual, mental, emotional, social, and physical aspects." Discussion forums are graded with this rubric.
Live Session	Click here to attend this week's live session: https://southern.zoom.us/j/96962877993
Submit Here	Developmental Characteristics and Theories Assignment, Part 1: ● If you're enrolled in the MAT program, when you get to the end of your program, you'll be completing edTPA, a performance assessment that requires you to analyze a video of yourself teaching your students. Part of the commentary that you'll write will include the explicit description of how you are thinking about research, theory, readings, books, and authors. When you are completing edTPA, you will draw upon educational philosophy and specific theories of development, learning, group work, and motivation, as well as conceptions and research-based practices of the discipline you are teaching. The theoretical concepts and lines of research included in your edTPA should support/inform your instructional decisions. If you're not enrolled in the MAT program, you still need to be very aware of the theories that exist and very intentional about which ones you believe have enough credence to underpin your practice. ALL students, both those in a degree program,

- and those who are not, will complete this assignment.
- To do well in edTPA, you must not merely cite a textbook author, name-drop (e.g. *Vygotsky or Bloom said*), or describe a concept without making an explicit and well-developed connection between the theory/research and your plans for instruction and knowledge of your students. You will need to be sure your justification centers on instructional and support choices that move the learner toward meeting the lesson objectives.
- You will use phrases like this:
    - Phrase: *[ ] says….this influenced how I…*
    - Phrase: *Research by [_____] suggests…., with this in mind….*
    - Phrase: *This decision was informed by….*
    - Phrase: *Research says…*
- Example: *Vygotsky said that when scaffolding is used effectively in instructional situations, students develop new understandings and build upon their prior knowledge to formulate new ideas. This influenced how I incorporated instructional scaffolding to connect new content to my students' prior academic learning.*
- Example: *Research by Marzano (2011) suggests that teachers carefully plan and execute instructional strategies that engage students in cognitive complex tasks to stimulate a connection of real world applications to help students make a link between instructional goals and personal goals. With this in mind, when designing this lesson, I incorporated Marzano's strategies to appropriately use learning tasks that fit the needs of my students.*
- Example: *My decision to begin the lesson with this activity was informed by Constructivist theory, which suggests that students should be given time to explore materials and make discoveries on their own.*
- *Example: The student groups were purposefully organized to have a variety of learning levels within each group. Research says that cooperative learning works better than many other types of learning (Pressley & McCormick, 2007).*
- To prepare for that work and to prepare for the work of teaching, you will begin to organize research/theory by topic and summarize important research and theory. You will construct sentence stems to use in edTPA planning commentaries.
- For Part 1 of your assignment, you'll be constructing at least 8 sentence stems for different theories recording your work on a Google or Word document. In Part 2, you will add at least 8 more.
- You may work with a classmate on this assignment, if desired. Your charts may be the same, but you will both need to submit them separately to the eClass dropbox.
- Go to this link to access the document if you plan to work in Google to facilitate ease of collaboration with a classmate. Use Google's feature of making a copy of the document in order to have the right to edit. (My document is set up so that you can only view it since it serves as a template for everyone.) If you would like to use a Word document, you may access it here. You will need to download the document and then save your document on your computer in a location where you'll be able to find it.
- *Assignment and examples borrowed from here.*
- This assignment is due by 11:55 p.m. July 2, 2023.

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Video Case Report #9 (inline text option in eClass)

Title–Metacognition: Helping Students Become Strategic Learners
- To help her students better understand the newspaper article she has assigned them to read, the teacher in this video has them write in the margins whatever questions and reactions come to mind as they read. Explain how such a tactic might improve students'

comprehension.
- Expertise in self-regulated learning develops gradually. This slow progress may cause some students to give up on becoming self-regulated learners. How might you keep students motivated while they gradually acquire and refine their self-regulation skills?
- There are several benefits to becoming a strategic learner, one of which has to do with self-efficacy. Can you identify where in the video this benefit is mentioned?

Video Case Report #10 (inline text option in eClass)
Title–Middle School Science Instruction: Inquiry Learning
- Does this science class meet the criteria for a constructivist classroom? Explain your answer.
- Based on this video and the discussion on constructivism in this section of the text, why do you think that teaching using a constructivist approach is more time-consuming for teachers (as opposed to other teaching methods)? Cite some possible reasons.
- How does this video illustrate the concepts of constructivism and discovery learning?
- How does the classroom teacher in this video encourage students to construct their own knowledge? What strategies and instructional approaches are used?

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Chapter 9 Quiz *6/27/23*
Chapter 10 Quiz *6/27/23*

Week 6: Motivation
July 3 – 9, 2023

Biblical Foundation	What makes you get up in the morning? What causes you to do the things you do? Much of what you do is probably a response to signals from your body such as eating when your body realizes your blood sugar is low and causes your stomach to rumble and sleeping when your body realizes rest is needed and releases hormones that make you sleepy. Other times, we do things that are very conscious choices to go against the flow of what our unconscious responses to hormones and other stimuli are telling us to do. We may complete a really tough workout or fast from food in order to connect better with God. We may respond with gentleness and love when many with similar circumstances might not. What motivates this sort of response? This week, you'll be learning more about motivation. As you do, think about how human beings are uniquely created and what that means in terms of motivation. While we may be able to train our puppy to sit and shake with treats, we know that we will likely need to move towards more intrinsic motivation with our human students. Think about how God uses the principles of motivation in His dealings with us and how we might emulate those methods in our work with students.
Objectives	At the close of this week, you will be able to: 1. Explain the effects of reinforcement on both extrinsic and intrinsic motivation. 2. Provide examples of the influences on self-efficacy and how self-efficacy serves as motivation to learn. 3. Describe how beliefs frame students' thinking and how that thinking and personal interests affect motivation. 4. Explain how basic human needs serve as the foundation for choice making and are prerequisite to personal and academic growth. 5. Provide examples of the ways in which self-perceptions influence student motivation. 6. Describe how technology can increase students' motivation. 7. Evaluate methods of increasing student motivation through the lens of the philosophy of the

	School of Education & Psychology, through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education.
Read	Chapter 11: Motivation and Perceptions of Self
Watch	● Week 6 Overview ● Chapter 11 Video Case–Motivating Adolescent Learners: Curriculum Based on Real Life
Discuss	What motivates you? Discuss your motivations in the context of what you've learned in your reading this week. Discussion forums are graded with this rubric.
Live Session	Click here to attend this week's live session: https://southern.zoom.us/j/96962877993

Submit Here	Video Case Report #11 (inline text option in eClass)
	    Title–Motivating Adolescent Learners: Curriculum Based on Real Life
	● What motivates you to learn something new? Is your motivation as an adult the same or different than when you were in middle school? In this video, a middle school teacher motivates her students by creating a real-world opportunity to use math. What other benefits of this approach do you see?
	● What is your opinion about connecting real-world opportunities to classroom learning? Explain.
	
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	Chapter 11 Quiz *7/4/23*

Week 7:Classroom Management and Instruction July 10 – 16, 2023	
Biblical Foundation	White states: "The object of discipline is to train children for self-government. They should be taught self-reliance and self-control. As soon as they are able to understand, their reasoning powers should be enlisted on the side of obedience. Show them that obedience is right and reasonable. Help them see that disobedience leads to disaster and suffering. When God says 'You shall not,' He is, in love, warning us of the consequences of disobedience, in order to save us from harm and loss. Help children see that parents and teachers are representatives of God, and that as they act in harmony with Him, their laws in the home and the school are also His. As children are to obey parents and teachers, they also are to obey God. To direct the child's development without hindering it by undue control should be the study of both parent and teacher. Too much management is as bad as too little. The effort to "break the will" of a child is a terrible mistake. While force may secure outward submission, the result with many children is a more determined rebellion of the heart. Even if the parent or teacher succeeds in gaining control, the outcome may be no less harmful to the child" (Education, TEd 179.3-4). As you read the ideas in your textbook, you'll likely see that classroom management has the goal of self-management, much like White describes above. In classes where students are taught in the manner recommended in your textbook, the teacher likely has the goal of teaching students the

	benefit of obedience and cooperation as well as teaching students why to behave instead of just seeking compliance. No other topic has more importance, in my opinion, for educators than this one. How do we manage our classroom so that all students have the best opportunity to learn our content AND to grow personally? In the Bible, we see that God expects us to respect authority and operate within boundaries. As teachers, we can help our students by having those same expectations. I pray you'll learn important strategies but even more that you'll be permeated with the Holy Spirit as you internalize concepts that will have a huge impact on your students and on you as an educator.
Objectives	At the close of this week, you will be able to: 1. Compare and contrast the following styles of teaching: authoritarian, permissive, and authoritative. 2. Evaluate the authoritarian, permissive, and authoritative styles of teaching through the lens of the philosophy of the School of Education & Psychology, through recommendations made in Ellen White's book, Education, and through your own ideas about best practices in education. 3. Describe the techniques identified by Jacob Kounin for preventing classroom behavior problems. 4. List techniques identified by Redl and Wattenberg for dealing with classroom behavior problems and give examples of how they would be used. 5. Critique the major reasons that have been proposed as the cause of violence, including bullying, in American schools. 6. Describe the components of direct instruction. 7. Postulate on why the information-processing/social cognitive and constructivist approaches to instruction facilitate meaningful and self-regulated learning.
Read	● Chapter 12: Classroom Management ● Chapter 13: Approaches to Instruction ● Education, Chapter 34
Watch	● Week 7 Overview ● Chapter 12 Video Case–Elementary Classroom Management: Basic Strategies ● Chapter 12 Video–Best Practices ● Chapter 13 Video Case–Cooperative Learning: High School History Lesson
Discuss	Research Dale's Cone of Experience and analyze it through the lens of what you've learned so far in this class about instructional design and learning processes. Relate to it personally in things you've been taught and things you learned. Discussion forums are graded with this rubric.
Live Session	Click here to attend this week's live session: https://southern.zoom.us/j/96962877993
Submit Here	Final Exam Study Guide: Download your final exam here. Save your document on your computer in a location where you'll be able to find it. Thoroughly answer each question. Submit your final to the final dropbox by 11:55 p.m. on Sunday, July 16, 2023. —-- Final Exam questions: ● Describe how personal characteristics, behavioral patterns, and environmental factors

interact to influence learners' behaviors.
- What is self-regulation? What is self-efficacy? How do these contribute to achievement?
- Describe a self-regulated learner.
- How can teachers help students become self-regulated learners?
- What has research found about social cognitive theory? Describe how this theory will affect your practice as an educator?
- Explain constructive learning theory. Provide at least three examples of constructivist practices.
- What are the five steps in the five-step approach to problem solving? Give an example of using this approach to solve a problem you've faced.
- Explain and illustrate the different kinds of positive transfer.
- How does reinforcement affect both intrinsic and extrinsic motivation? Provide examples. Comment on how both types impact you and how they intersect with your own beliefs about learning.
- Elaborate on an area where you have high levels of self-efficacy and how you came to have those levels. Describe how your self-efficacy in that area motivates you to learn. Contrast this by providing an example of an area where you have low self-efficacy, what influenced this, and how it affects your motivation to learn.
- How do basic human needs serve as the foundation for choice making and how are they a prerequisite to personal and academic growth.
- How have your own self-perceptions influenced your motivation?
- How can technology be used to increase students' motivation?
- Compare and contrast the following styles of teaching: authoritarian, permissive, and authoritative. How do you respond to each?
- Kounin identified techniques for preventing classroom behavior problems. Describe the techniques that resonate with you and explain why.
- Redl and Wattenberg identified techniques for dealing with classroom problem behaviors. Describe the techniques that resonate with you and explain why.
- What are some of the causes commonly attributed to violence in schools? Evaluate those causes for validity based on your experience and research.
- Create a brief direct instruction sequence that includes all needed components.
- Why do information-processing/social cognitive and constructivist approaches to instruction facilitate meaningful and self-regulated learning?
- What approaches to instruction and assessment allow you to identify and address student misunderstandings, prior knowledge, and naive conceptions?
- How can incorporating differentiation strategies lead to student success in your content area?
- Describe instructional approaches that are appropriate, student-centered, and culturally relevant within your content area.
- How can you use your understanding of how learners grow and develop and how those patterns of learning and development can vary individually within and across the cognitive, linguistic, social, emotional, and physical areas to best design and implement developmentally appropriate and challenging learning experiences?
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Video Case Report #12 (inline text option in eClass)
  Title–Elementary Classroom Management: Basic Strategies
- Respond to this video. How does it enrich your understanding of classroom management?

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	Video Case Report #13 (inline text option in eClass)
	Title–Cooperative Learning: High School History Lesson
	● In your opinion, what was one benefit of collaborative learning in the video? Could this benefit also be gained through another type of learning activity? How comfortable would you be in using this type of activity with students?
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	Chapter 12 Quiz *7/11/23*
	Chapter 13 Quiz *7/11/23*
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	Final Due 7/16/23 at 11:55 p.m.
	Official Course Evaluation Due 7/16/23 at 11:55 p.m.

APPENDICES follow.

To Serve, To Lead, To Transform

The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:
  Demonstrating an ideal of fairness and belief that all students can learn
  Recognizing and respecting diversity, individual worth, and integrity
  Considering the influence of community, school, and family context
  Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:
  Providing nurturing environments, services, and programs
  Demonstrating understanding of central concepts
  Demonstrating understanding of how individuals develop
  Meeting the needs of a diverse student population
  Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:
  Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
  Using theory, based on scientific research, to enhance pedagogical and professional practice
  Using formal and informal assessments to make informed professional decisions
  Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:
  Collaborating with peers and consulting with professionals
  Demonstrating professional, legal, and ethical responsibilities
  Participating in opportunities to achieve professional excellence
  Recognizing the value of health and a commitment to a lifestyle of wellness
  Demonstrating appropriate communication skills

Video Case Report Instructions:

For your video case report assignments, you will view a video case linked in eClass for each chapter of your textbook. You will answer questions located in each week's eClass dropbox. Please do not answer questions within Mindtap, as they may be different questions and since your answers do not get reported to eClass, so you'll have to redo your work. Rather, you should view the video by clicking on the link in eClass. Then return to eClass and answer the questions provided in the dropbox where you'll complete inline text rather than uploading a Word document.The questions will be provided in the dropbox and are also listed below.

#	**Description** (each video is approximately 7 minutes in length)
1	Title–Teaching as a Profession: What Defines Effective Teaching? ● This section of the chapter explains that teaching is both art and science. How did the teachers in the video combine both artistic and scientific approaches to teaching? ● Give some specific examples from the video that illustrate how teachers employed the attribute of flexibility that is described in the chapter.
2	Title: Vygotsky's Zone of Proximal Development: Increasing Cognition in an Elementary Literacy Lesson ● How does the video illustrate the zone of proximal development as it is explained above? How does the video bring this concept to life? ● How does the classroom teacher in the video (Dr. Hurley) scaffold instruction for the children? What kinds of hints and leading questions does she give them?
3	Title–Social and Emotional Development: Understanding Adolescents ● The boys in this video are in the developmental process of adolescent identity formation in which the improvement of school-appropriate social and emotional skills is important. What is one important point you learned from the boys in this video? Why is this point important to you? ● The guidance counselor in this video shows many speaking and listening skills which encourage the boys to articulate their thoughts and feelings. What is one important point you learned from the guidance counselor? Why is this point important to you?
4	Title–Multiple Intelligences: Elementary School Instruction ● Which of Gardner's eight intelligences, as described in Table 4–1, are depicted in this video? How do specific students within the video illustrate these intelligences? ● How does the teacher in this video use MI theory to teach traditional academic skills and subject matter? Do you think his approach is effective? Why or why not?
5	Title–Integrating Internet Research: High School Social Studies ● In this video, students conduct Internet research on the topic of the civil rights movement during a high school social studies class. Toward the end of the video, the teacher, Ms. Sweeney, expresses her desire for students to "study the humanity of others so that they can know more about themselves." What does this statement mean to you? What types of instructional activities might a Social Studies teacher with this orientation use in her classroom? ● Do the students in the video seem to be studying "the humanity of others so that they can know more about themselves"? Give an example from the video to support your position.

	● Students from seemingly different cultural backgrounds offer examples of what they are learning about the civil rights movement. Describe one student's learning, and offer your opinion as to why this learning is important.
6	Title–Academic Diversity: Differentiated Instruction ● What did the teacher in this video do to make the lesson work for all of her students? Describe some of the strategies and tools that she used. ● Based on reading the chapter and watching the video, what do you think would be most challenging for a classroom teacher about "doing" differentiated instruction?
7	Title–Classroom Management: Handling a Student with Behavior Problems ● Which basic principles of operant conditioning did Mrs. Henry use when trying to help the troubled student in the video? Explain your answer. ● Give some examples of positive reinforcement that the teachers could use with this student (to decrease his negative behavior).
8	Title–Using Information Processing Strategies: A Middle School Science Lesson ● What kinds of encoding strategies does the teacher facilitate in this lesson? ● How does the efficient processing of information contribute to critical thinking?
9	Title–Metacognition: Helping Students Become Strategic Learners ● To help her students better understand the newspaper article she has assigned them to read, the teacher in this video has them write in the margins whatever questions and reactions come to mind as they read. Explain how such a tactic might improve students' comprehension. ● Expertise in self-regulated learning develops gradually. This slow progress may cause some students to give up on becoming self-regulated learners. How might you keep students motivated while they gradually acquire and refine their self-regulation skills? ● There are several benefits to becoming a strategic learner, one of which has to do with self-efficacy. Can you identify where in the video this benefit is mentioned?
10	Title–Middle School Science Instruction: Inquiry Learning ● Does this science class meet the criteria for a constructivist classroom? Explain your answer. ● Based on this video and the discussion on constructivism in this section of the text, why do you think that teaching using a constructivist approach is more time-consuming for teachers (as opposed to other teaching methods)? Cite some possible reasons. ● How does this video illustrate the concepts of constructivism and discovery learning? ● How does the classroom teacher in this video encourage students to construct their own knowledge? What strategies and instructional approaches are used?
11	Title–Motivating Adolescent Learners: Curriculum Based on Real Life ● What motivates you to learn something new? Is your motivation as an adult the same or different than when you were in middle school? In this video, a middle school teacher motivates her students by creating a real-world opportunity to use math. What other benefits of this approach do you see? ● What is your opinion about connecting real-world opportunities to classroom learning? Explain.
12	Title–Elementary Classroom Management: Basic Strategies ● Respond to this video. How does it enrich your understanding of classroom management?
13	Title–Cooperative Learning: High School History Lesson ● In your opinion, what was one benefit of collaborative learning in the video? Could this benefit also be

	gained through another type of learning activity? How comfortable would you be in using the type of activity with students?

Video Case Report Rubric

Criteria	Exemplary 3	Proficient 2	Marginal 1	Not Present 0
Clear	Understandable, the meaning is clearly grasped	Somewhat understandable, the meaning is grasped	Not understandable, the meaning is barely or not grasped	No Assignment Submitted
Accurate	Free from errors or distortions, true according to the literature	Somewhat free from errors or distortions, true according to the literature	Has errors or distortions of information that is not true as reflected in the literature	No Assignment Submitted
Relevant	Response clearly relates to the concept being discussed	Response somewhat relates to the concept being discussed	Response has little or no relevance to the concept being discussed	No Assignment Submitted
Depth of Knowledge	Understands the complexities and multiple interrelationships of the issue	Somewhat understands the complexities and multiple interrelationships of the issue	Superficial with little understanding of the complexities and multiple interrelationships of the issue	No Assignment Submitted
Breadth of Knowledge	Recognizes the multiple viewpoints possible	Somewhat recognizes the multiple viewpoints possible	Little to no recognition of other viewpoints possible	No Assignment Submitted

Learner's First Name (only):   Learner's Age:

Does the learner display or acknowledge any variations in typical learning style, capacity, etc? If so, what are they?
-

Does the learner appear to be typical in terms of cognitive, linguistic, social, emotional, and physical development for his/her age? If not, in what areas and ways?
-

What are this learner's strengths and how do you know?
-

What are the learner's needs and how do you know?
-

What are the learner's interests?
-

What do you know about this learner's local, national, and international history?
-

What seems to motivate this learner?
-

Potential questions to ask to determine the stage the learner is in for each of the following?

   Psychosocial:
-

   Cognitive:
-

   Moral:
-

See checklist below.

☐ Learner's variations (or lack of) are noted.

☐ Nature of the learner's cognitive development (typical or atypical) is noted and described.

☐ Nature of the learner's linguistic development (typical or atypical) is noted and described.

☐ Nature of the learner's social development (typical or atypical) is noted and described.

☐ Nature of the learner's emotional development (typical or atypical) is noted and described.

☐ Nature of the learner's physical development (typical or atypical) is noted and described.

☐ Learner's strengths are noted.

☐ Learner's needs are noted.

☐ Learner's interests are noted.

☐ Learner's history is noted.

☐ Potential motivators for the learner are noted.

☐ Questions to ascertain the learner's stage of psychosocial development are noted.

☐ Questions to ascertain the learner's stage of cognitive development are noted.

☐ Questions to ascertain the learner's stage of moral development are noted.

Lesson number/Day number:	
Central Focus	*Captures or summarizes the overarching concept of learning segment*
Standards	*State or National Standards* *Limit to 1 or 2 per lesson*
Clear Learning Targets/Objectives	*Concrete goals written in student language describing what they will learn and be able to do.* *Limit to no more than three per lesson.*
Essential Question	*Not required by edTPA. Helps frame the concept of the unit. It is a meaningful question designed to enable the teacher & students to generalize the learning.*
Academic Language	
Key language task	
Language function	
Syntax or Discourse	
Vocabulary	
General supports	
Targeted supports	
Individual supports	
Higher Order Thinking Questions, Activities, Engagement	
Questions and/or activities for higher order thinking:	
Activities that require high levels of student engagement.	
Aligned Assessments	
Assessment strategies include formative (formal or informal) and summative (formal) methods of determining student understanding. *Assessments are aligned with standards and CLTs that enable students to demonstrate conceptual knowledge.* *You may add more than 2 assessments, if needed in the lesson.*	**Formative Assessment 1** Link of Assessment to CLT/L0: Description of Assessment: Evidence of Student Understanding: Type of Feedback Provided: **Formative 2 OR Summative Assessment** (if appropriate) Link of Assessment to CLT/L0: Description of Assessment: Evidence of Student Understanding: Type of Feedback Provided:
	Assessment Modifications needed for IEP, 504, ELL, or Other Special Groups

	Describe any and all modifications made to each assessment.
	==Instructional Procedures== *Note: Guiding questions MUST be identified and included in Direct Instruction.*
Instructional Sequence (IS) *Includes providing detailed descriptions that align each component to support CLTs.*	***For each section below describe what the teacher will do, what the students will do, and how you will meet individual and group needs.*** ***Opening/Connect*** *– 2 to 3 minutes*: (Includes invitation, importance, and reference to CLT)* ***Direct instruction*** *– 5 to 15 minutes: (May include pre-assessment question (s) and MUST include guiding questions)* ***Practice*** *– 3 to 5 minutes (Typically with a partner):* ***Independent application*** *– 20+ minutes (Students demonstrate their skills and/or knowledge):* ***Share*** *– 5 -/+ minutes (Students share excerpts, examples, processes, lessons learned, or strategies from independent application)* ***Closing*** *- (optional)* **Times represent a 50-60 minute class period.*
==Materials/Resources==	*List the materials & resources that support the lesson, allowing students to acquire knowledge, skills, or concepts through a variety of modalities.* *Remember to include any/all modifications for IEOs, 504, ELL, or other special groups.* •
==Theory/Practice==	*Reference the pedagogy and/or the assessment.*
Rationale for lesson:	*How does your plan illustrate your knowledge of how learners typically develop while honoring individual variations within the learner? How is it developmentally appropriate?* *How have you adapted the plan to consider the learner's cognitive, linguistic, social, emotional, and physical development?* *How have you adapted the lesson to take into account the individual strengths and needs of the learner?* *How does your plan fosters an inclusive, equitable, and anti-bias environment?* *How is your lesson student-centered and culturally relevant?* *How have you planned to help the student be motivated to learn?*

	The questions below are important considerations to have in your planning. ==You will not answer them now but rather will answer them in the reflection you do after teaching this lesson. Please keep them in mind as you plan.==
	  ● Explain how this lesson connects with or builds up previous lessons.
	  ● How do you expect to build upon this lesson in future lessons?
	  ● What connections will be made to students' cultural, personal, and community assets?

Comprehensive Lesson Plan	Description	0.00.0 **Does Not Meet Expectation (0)**	1.01.0 **Developing (1)**	2.02.0 **Meets Expectation (2)**
2.0 CLP_1. **Central Focus**	Captures or summarizes the overarching concept of learning segment.	Central focus relates to a topic rather than addressing overarching concept of learning segment.	Central focus supports students in developing competencies and skills without addressing the concept of the learning segment.	Central focus supports students in developing competencies and knowledge on a conceptual level.
2.0 CLP_2. **Standards**	NAD or state standards central to student learning that will be supported throughout the learning segment. Must align with central focus.	Standards do not align with objectives and activities.	Standards align with objectives and activities but are not completely relevant to the central focus.	Standards align with objectives and activities and are relevant to central focus.
2.0 CLP_3. **Essential Question**	Frames the concept of the lesson. It is a meaningful question designed to enable students to generalize the learning.	Essential question refers to a fact rather than a concept.	Essential question refers to a meaningful concept.	Essential question refers to a meaningful concept and is referenced throughout the lesson sequence.
2.0 CLP_4. **Clear Learning Targets (CLTs)**	Concrete goals written in student language describing what they will learn and be able to do.	CLTs fail to align with essential question, and do not address DOK levels.	CLTs align with the standard and essential question and define what students will do as a result of instruction. Only DOK levels or 2 are included.	CLTs align with the standard and essential question and define what students will do as a result of instruction. At least one DOK level 3 or 4 is included.
2.0 CLP_5. **Resources**	Support the lesson allowing students to acquire knowledge, skills, or concepts through a variety of modalities.	Resources are limited and fail to support the lesson.	Resources support the lesson but are not differentiated to foster engagement for multiple modalities.	Resources support the lesson and represent differentiation to foster engagement for multiple modalities.
2.0 CLP_6. **Language Demands (LD) Language Support Strategies (LSS)**	LD: Vocabulary includes both tier 2 and tier 3 necessary for deepening content and conceptual knowledge. Discourse or syntax is included. LSS: Pedagogy embedded in the instructional sequence.	LD and LSS do not show alignment to standards and CLTs.	LD and LSS align with standards and CLTs.	LD and LSS align with standards and CLTs and with each other. There is one language demand in addition to vocabulary.
2.0 CLP_7. **Instructional Sequence**	Includes providing detailed descriptions that align each component to support CLTs. Components include Connect, Direct Instruction, Practice, Application, and Share.	Descriptions lack sufficient detail and do not indicate alignment to CLTs. Guiding questions are not included.	Descriptions provide sufficient detail for most components and show some alignment to CLTs. Includes guiding questions.	Descriptions provide sufficient details for each component and align with CLTs. Includes guiding questions.
2.0 CLP_8. **Differentiated Instruction (Planned Supports in edTPA)**	Includes supports that enable all students to demonstrate knowledge and skills.	Evidence of differentiation is missing or fails to relate to the CLTs.	Differentiation is specific and aligns with the CLTs for either the instructional sequence or the assessment.	Differentiation addresses the learning needs of the whole class while providing differentiation in the instructional sequence and assessment that supports focus students in the achievement of CLT.

2.0 CLP_9. **Assessment Strategies**	Include pre-assessment, formative, and summative methods of assessment. They are aligned with CLTs and enable students to demonstrate conceptual knowledge. Consideration is given to types of meaningful feedback provided to students.	Assessment strategies focus more on demonstration of factual knowledge, without consideration as to types of meaningful feedback.	Assessment strategies are aligned to CLTs but do not enable students to demonstrate conceptual knowledge. Explanations of feedback are provided but are more general than meaningful.	At least two assessment strategies are outlined. Each aligns to CLTs with one assessment strategy enabling students to self-assess. Explanations of types of meaningful feedback are provided.
2.0 CLP_10. **Theory and Practice**	References the pedagogy and/or the assessment.	Citation is general and/or does not appear to align with the lesson.	Citation is specific, but the explanation does not show explicit alignment with the lesson.	Citation is provided, and the explanation shows explicit alignment with the lesson..

*Accommodations accomplish this objective without modifying the curriculum (students read the same material and take the same tests as their peers. Modifications refer to curricular adaptations which change or lower expectations or standards.

Name: Reflection for:
I feel good about…
I used to… but now I…
Two things I will remember about what I have learned from this are:
If I could do something again differently, I would…
Explain how this lesson connects with or builds up previous lessons.
How do you expect to build upon this lesson in future lessons?
What connections did you make to the cultural, personal, and community assets of students?
If you videotaped yourself and then reviewed that, what would you add to your reflection based on this? *(must be completed to receive extra credit points)*
Based on the learner's age, conversation, and behaviors and the time you spent teaching this learner, have you adjusted your initial thoughts (as recorded in your note-taking template) about the learner's stage in these areas:
Erikson's Psychosocial Development Stage
Piaget's Cognitive Development Stage
Kohlberg's Moral Development Stage

Reflection Checklist
- ❏ All sections are completed.
- ❏ All sections are answered thoroughly, authentically (rather than in a perfunctory manner), and show evidence of growth.
- ❏ Learner's development is discussed with knowledge and insight in all three required areas.
- ❏ Connections are made between the cultural, personal, and community assets of students.

- If you're enrolled in the MAT program, when you get to the end of your program, you'll be completing edTPA, a performance assessment that requires you to analyze a video of yourself teaching your students. Part of the commentary that you'll write will include the explicit description of how you are thinking about research, theory, readings, books, and authors. When you are completing edTPA, you will draw upon educational philosophy and specific theories of development, learning, group work, and motivation, as well as conceptions and research-based practices of the discipline you are teaching. The theoretical concepts and lines of research included in your edTPA should support/inform your instructional decisions. If you're not enrolled in the MAT program, you still need to be very aware of the theories that exist and very intentional about which ones you believe have enough credence to underpin your practice. ALL students, both those in a degree program, and those who are not, will complete this assignment.
- To do well in edTPA, you must not merely cite a textbook author, name-drop (e.g. *Vygotsky or Bloom said*), or describe a concept without making an explicit and well-developed connection between the theory/research and your plans for instruction and knowledge of your students. You will need to be sure your justification centers on instructional and support choices that move the learner toward meeting the lesson objectives.
- You will use phrases like this:
  - Phrase: *[ ] says….this influenced how I…*
  - Phrase: *Research by [_____] suggests…., with this in mind….*
  - Phrase: *This decision was informed by….*
  - Phrase: *Research says…*
- Example: *Vygotsky said that when scaffolding is used effectively in instructional situations, students develop new understandings and build upon their prior knowledge to formulate new ideas. This influenced how I incorporated instructional scaffolding to connect new content to my students' prior academic learning*.)
- Example: *Research by Marzano (2011) suggests that teachers carefully plan and execute instructional strategies that engage students in cognitive complex tasks to stimulate a connection of real world applications to help students make a link between instructional goals and personal goals. With this in mind, when designing this lesson, I incorporated Marzano's strategies to appropriately use learning tasks that fit the needs of my students.*
- Example: *My decision to begin the lesson with this activity was informed by Constructivist theory, which suggests that students should be given time to explore materials and make discoveries on their own.*
- *Example: The student groups were purposefully organized to have a variety of learning levels within each group. Research says that cooperative learning works better than many other types of learning (Pressley & McCormick, 2007).*
- To prepare for that work and to prepare for the work of teaching, you will begin to organize research/theory by topic and summarize important research and theory. You will construct sentence stems to use in edTPA planning commentaries.
- For Part 1 of your assignment, you'll be constructing at least 8 sentence stems for different theories recording your work on a Google or Word document. In Part 2, you will add at least 8 more.
- You may work with a classmate on this assignment, if desired. Your charts may be the same, but you will both need to submit them separately to the eClass dropbox.
- Use the chart below.

●

Developmental Characteristics and Theories Instructions and Template (Parts 1 and 2)		
Author/Theory	**Summary**	**Connection to Practice**
Part 1 (at least 8)		
Gardner (1983) Multiple Intelligence Theory	Multiple Intelligences Theory (MI) contends that different people have different ways of thinking and processing.	As a teacher, I recognize that there is not a single way for students to learn and need to provide a wide variety of visual, auditory and tactile learning materials.
Lave & Wenger (1990) Situated Learning Theory	The Theory of Situated Learning asserts that the acquisition of knowledge is a result of the activity, the context and the culture in which it occurs.	I used an interest inventory prior to teaching this content in order to make sure that learning materials have engaging content, are relevant to students' lives, and reflect students' cultures.
#1 Lev Vygotsky (1962) Sociocultural Theory of Cognitive Development		Vygotsky said that when scaffolding is used effectively in instructional situations, students develop new understandings and build upon their prior knowledge to formulate new ideas. This influenced how I incorporated instructional scaffolding to connect new content to my students' prior academic learning.
#2 Marzano (2011) Model of Teaching Effectiveness		Research by Marzano (2011) suggests that teachers carefully plan and execute instructional strategies that engage students in cognitive complex tasks to stimulate a connection of real world applications to help students make a link between instructional goals and personal goals. With this in mind, when designing this lesson, I incorporated Marzano's strategies to appropriately use learning tasks that fit the needs of my students.
#3		Example: My decision to begin the lesson with this activity was informed by Constructivist theory, which suggests that students should be given time to explore materials and make discoveries on their own.
#4		Example: The student groups were purposefully organized to have a variety of learning levels within each group. Research says that cooperative learning works better than many other types of learning (Pressley & McCormick, 2007).
#5		

#6		45
#7		
#8		
Part 2 (at least 8)		

EDCI 517 Assignment: Developmental Characteristics and Theories Checklist

Part 1:

☐ 8 theories or more are included.
☐ 8 or more theories are fully summarized.
☐ 8 or more theories are meaningfully connected to practice.

Part 2:

☐ 8 theories or more are included.
☐ 8 or more theories are fully summarized.
☐ 8 or more theories are meaningfully connected to practice.

Criteria	Does Not Exist (0 pts)	Minimal (1 point)	Needs Imprvmt (2 points)	Developing (3 points)	Advanced (4 points)
Participation	Does Not Exist	Limited to 1 or 2 posts on a single day during the week.	Participates 2-3 times on a single day during the week.	Participates 3-4 times with posts distributed across at least 2 different days during the week.	Participates 3-4 times with posts distributed throughout the week.
Initial Post	Does Not Exist	Posts comprised of information that is off topic and/or irrelevant to discussion or superficial. No references from literature and personal experience are incorporated.	Posts are marginally developed. Some key aspects are addressed. Few references from literature and personal experience are incorporated.	Posts are well-developed and address key aspects of the topic but lack full development of concepts. Some references from literature and personal experience are incorporated.	Posts are well-developed, fully address key aspects of the topic, and demonstrate that content was synthesized. A number of references from literature and personal experience are incorporated.
Follow-Up Posts	Does Not Exist	Posts are largely limited to agreeing or disagreeing with the posts of others. No references to readings and literature support comments. Little thought, effort, and/or study is evident in posts and replies.	Posts are superficial and do not add substantive info to the discussion. Few references to readings and literature support comments. Marginally adequate thought, effort, and/or study is evident.	Posts extend discussion by elaborating on the posts of other students. Opposing viewpoints are considered and some connections made to move the discussion forward. Some references to readings and literature support comments. Sufficient thought, effort, and/or study is evident.	Posts extend meaningful discussion by elaborating on the posts of other students. Opposing viewpoints are considered, connections made, and ideas are synthesized to move the discussion forward. References to readings and literature support comments. High level of thought, effort, and/or study is evident in posts.
Style and Mechanics	Does Not Exist	Some use of slang and/or abbreviations as seen in informal texts. Contains many spelling, grammatical, and/or mechanical errors.	Limited use of informal language. Contains several spelling, grammatical, and/or mechanical errors.	Some use of informal language. Some spelling, grammatical, and/or mechanical errors.	Communicates using terminology that exemplifies the professional nature of the field. No spelling, grammatical, and/or mechanical errors.