Tentative Syllabus for PSY 500: Educational Psychology for Elementary Teachers (Summer 2015)

Professor: Dr. Vanessa Ewing

Telephone: (720) 296 6924

Email: vanessaewing@hotmail.com and Vanessa.ewing@unco.edu (email both addresses)

Course Hours: 3 semester credits

PSY 500 6/26, 27, 28 and 7/17, 18, 19  Fri 5:00-9:00, Sat/Sun 8:00-5:00

Course Description

Educational Psychology provides teachers with the knowledge of psychology most relevant to teaching. The focus is on areas of child development and major learning theories and their application in the classroom.

Course Goal and Purpose: This course will introduce students to the broad and eclectic areas that interest educational psychologists. The course will focus mainly on the theory and research underlying our knowledge about the various components that comprise the global term educational psychology; however, many of the issues that we cover will relate to classroom application. The basic premise underlying this course is that educational psychology is primarily concerned with the nature, conditions, outcomes, and evaluation of classroom learning.

Professional Standards

This course addresses several Performance Based Standards for Colorado teachers, requirements of the College of Education and Behavioral Sciences, and professional standards specified by the National Council for Accreditation of Teacher Education (NCATE). You will find a list of standards addressed in this class toward the end of this syllabus.

Required Readings

electronically through the searchable electronic data sources of Michener Library and other online sources.

**Course Requirements**

1. Read the textbook chapters prior to the days for which they are listed in the schedule.
2. Follow University policies listed toward the end of this syllabus and all other University policies.
3. Engage in civil discourse and professional conduct.
4. Complete tests and in-class assignments on the days these requirements are administered.
5. Turn in other assignments and deliver group presentations on the days for which they are due.

**Communication with Instructor**

I am available in the classroom before and after class if you need to talk with me. If you contact me by email (vanessaewing@hotmail.com), please provide the course number and section (PSY 500) and your full name in the subject line. Please also be aware of my policies on late work (contained later in this syllabus, see p. 4).

**Assignments**

*Textbook Concepts and Teaching Applications.* You will complete 4 sets of assignments to facilitate your learning of concepts from the textbook.

1. **7/18 and 19 - Class Created Final Essay Exam** - questions / topics chosen prior to exam, **30 points.**

   Exam questions will be based on readings found in your text, articles, and on in class lectures. We will create an exam using a variety of assessment methods based on our final lectures covering assessment of student learning. Because we are writing the test together, you have the questions and answers ahead of time. The purpose of this assignment is two fold, 1) to review key concepts and theories, and 2) to practice the skill of writing a good assessment.

2. **6/27 and 28 Social/Emotional Needs Projects:** Students will develop a Transition Board and Social Story for students in their classroom. For each, we will discuss 3-5 psychological theories that relate to these projects. This will be developed during class time. **10 Points.**

3. **Write a lesson plan (weekend 1) and Present Your Lesson (Friday of weekend 2)** - **30 Points.**
Lesson Assignment Expectations

1. You will need to write your lesson plan prior to weekend 1 ending. This can be a lesson you have already created, though it must include the information listed in this area also (such as: differentiation, etc).

2. On Friday of weekend 2 at 7 p.m., I will ask any students that have access to students (a.k.a. family and friends) to bring children in as part of our lessons. We will break into various rooms to serve as students / teachers.

3. You will follow with a reflective summary of how the lesson went when you taught it. This summary should be between 1 and 2 pages in length. This can be hand written.

Lesson Plan Must Include:

1. You will need to follow a traditional lesson plan format for your lesson including: target audience and length (in this case 30 minutes), standards, objectives, materials, Introduction/Lesson/Conclusion (may follow I Do, We Do, You Do), assessment method, multisensory methods used, ways to differentiate for students ahead/behind others in class, and 2-3 psychological theories/theorists that the lesson relates to. For instance, you may be teaching first graders about number value (ie. 5 blocks equals the number 5) using Piagetian constructivist theory. In your lesson, show how constructivism is realized with children/students. You may also want to connect something from the classroom management and behavior management areas as well as Maslow's Hierarchy of Needs. This is your choice; however, the end result should show that you have a strong understanding and working knowledge of Educational Psychology as related to teaching.

Lesson Reflection- may be done right after the lesson is completed and be hand written or typed.

1. Your lesson reflection needs to include an overall brief summary of how the lesson went when you taught it.

2. This summary should be between 1 and 2 pages in length and discuss both positives (strengths) and areas to develop (encouragements). This should follow a basic PEP formula of Positive, Encouragement, Positive when evaluating both ourselves and our students. In this way we can further develop our areas of strength while always looking for an area to continue developing (rather than a “weakness”).
3. This summary needs to end with a final statement of how you plan to adapt the lesson the next time you teach it.

4. **Unit Themes- 10 points** *more information given during class- weekend 1 in class activity,*

**Classroom Psychological Models- 10 points** *more information given during class-
weekend 2 in class activity,** Reflective Exercises- 10 points as you read each chapter, reflect on how points of interest in each can be directly applied to your classroom. This can be done in a variety of ways- through pictures, bullet points, two lined notes with page numbers, a paragraph summary, etc. The point of this exercise is simply to reflect and directly apply to your teaching/classroom. 10 points **30 points total. You must be in class to receive points for these projects. There are no excuses absences.**

### Scheme for Final Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

### Relevant University Policies

Please become familiar with these and other policies pertaining to students by the University of Northern Colorado:

- **Disability Statement:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

- **Academic Conduct:** In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with generally accepted norms of
scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. The University of Northern Colorado’s Student Code of Conduct (http://www.unco.edu/dos/student_code_conduct/student_conduct.html) and Honor Code (http://www.unco.edu/dos/honor_code/index.html) strictly prohibit any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. All incidents of alleged plagiarism or other forms of academic dishonesty will be investigated and violations of academic integrity will result in a consequence that may be as severe as an F in the class and a recommendation for expulsion. For more information on plagiarism and appropriate paraphrasing, please see: http://www.unco.edu/dos/honor_code/defining_plagiarism.html Please see the Student Handbook at http://www.unco.edu/dos/handbook/main.htm for more information on definitions of misconduct and consequences for students. If requested by instructor, students are required to submit papers electronically to the instructor so that they can scanned by Blackboard.com for possible duplication and plagiarism.

- Instructor’s Policies on Late Work and Extra Credit: I accept late work only in extraordinary circumstances. Please contact me ahead of time or immediately after the due date with a written explanation if you believe you have a strong case for an exception. Specify the assignment you missed or expect to miss, provide a rationale, and propose a make-up date. If you have to miss a test or be absent for a period of time due to an emergency (e.g., death in the family, hospitalization), please provide documentation. I do not offer extra credit in class.

- Instructor’s Policies on technology use during class: A respectful learning environment also includes appropriate use of technological devices. Cell phones and iPods/MP3 players have limited educational purposes and must be turned off and stored somewhere safe during class time. Laptops and PDAs can be useful educational tools that students may use with permission at appropriate times during class. Sending emails, submitting class assignments, text messaging, twittering or surfing the web are inappropriate uses of technological devices and disrupt our learning environment. I prefer for you to leave your laptop at home or in your backpack (except when they are called for in the syllabus).

Course Schedule (Tentative)

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC of FOCUS</th>
<th>ASSIGNMENTS and DUE DATES</th>
</tr>
</thead>
</table>

| Session 1 | Introduction of Course  
| 6/26/15 | Review Syllabus  
| | Applied Psychology to Teaching  
| | Theories of Psychosocial and Cognitive Development  
| | Strategies for Social Needs- Groupings. –Not a chapter.  
| | READINGS: dependent on the edition chosen. Use the titles to the left to determine chapters.  
| | Chapter Reflections- Ongoing each day.  
| Session 2 | Age-Level Characteristics, Understanding Student Differences, Addressing Cultural and Socioeconomic Diversity  
| | READINGS: based on titles listed.  
| | Social Emotional Needs Projects.  
| | Write Lesson Plans.  
| Session 3 | Accommodating Student Variability, Behavioral Learning Theory, Information-Processing Theory  
| 6/28/15 | READINGS: based on titles listed.  
| | Unit Themes.  
| Session 4 | Social Cognitive Theory, Constructivist Learning Theory, Problem Solving, and Transfer, Approaches to Instruction, Motivation  
| 7/17/15 | READING DUE: based on titles listed.  
| | Give Lesson. Write Reflection.  
| Session 5 | Classroom management, Assessment of classroom learning, Understanding and using standardized tests  
| 7/18/15 | READING DUE: based on titles listed.  
| | EXAM CREATION AS A CLASS  
| | Classroom Psychological Models.  
| | Share Lesson Reflections.  
| Session 6 | Becoming a Better Teacher.  
| 7/19/15 | Take Final Exam. Potluck Share.  
| | Chapter Reflections Due.  
|
Information about this Educational Psychology Course

in the Context of the Professional Teacher Education Program at

The University of Northern Colorado

This course is part of the Professional Teacher Education Program and, as such, strives to contribute to prospective teachers’ competencies as defined by the College of Education and Behavioral Sciences at the University of Northern Colorado. The course contributes to prospective teachers’ ability to meet the standards of the National Council for Accreditation of Teacher Education and the standards of the state of Colorado for new teachers. Examples of relevant standards from authoritative bodies addressed in this course follow.

I. The instructional activities and assignments of this course help to address these CEBS aims of the program:

**Competence In Caring:**

Candidates understand the importance of caring as an underlying attribute of an effective professional (knowledge).

Candidates are able to mediate ideas and communicate caring viewpoints, through the modification and adaptation of the curriculum and development of supportive interventions in the school, community, and family (skills).

Candidates demonstrate a desire to reflect upon and promote unbiased attitudes and impart the skills necessary for understanding and performing successfully in a diverse world (dispositions).

**Understanding Education As A Collaborative Enterprise:**

Candidates understand the need to work collaboratively with their colleagues, students, families, communities, and other professionals to improve learning environments for students (knowledge).

Candidates are able to work collaboratively and utilize technology to implement instruction and related interventions (skills).

Candidates are able to reflect critically about their personal experiences, identities as professionals, and beliefs about the profession (dispositions).

**Continuous Inquiry For Renewal:**
Candidates understand the principles of standards-based decision-making, pedagogical content knowledge, pedagogical knowledge, and how this knowledge informs practice to support learning and development (knowledge).

Candidates are able to analyze, synthesize, and evaluate the professional literature to inform practice in their discipline (skills).

Candidates respect and model appropriate professional and ethical behaviors that embody their commitment to systematic research, educational inquiry, and practice (dispositions).

Standard 9 - Diversity (supplements Colorado standards)

9.0 The teacher candidate creates an inclusive environment for all students by drawing upon representations from students' experiences, knowledge, and beliefs.

9.1 Candidates recognize and understand how students differ from one another.

9.2 Candidates create a classroom setting that supports diversity by providing learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.

9.3 Candidates develop and select curriculum and resources which enhance learning to meet the needs of all learners.

Standard 10 - Professionalism (supplements Colorado standards)

10.0 The teacher candidate conducts himself/herself in a professional manner.

10.1 Candidates communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.

10.2 Candidates demonstrate appropriate professionally behavior including dress, demeanor, and initiative.

10.3 Candidates understand and apply legal and ethical practices of teaching.

II. The instructional activities and assignments of this course help to address these Performance Based Standards for Colorado teachers:

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:
3.1 Design short and long-range standards-based instructional plans.

3.2 Develop valid and reliable assessment tools for the classroom.

3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.

3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

3.5 Use assessment data as a basis for standards-based instruction.

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.

3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.

3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program

*Standard Five*: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.2 Apply sound disciplinary practices in the classroom.

5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.

5.4 Raise the academic performance level of a group of students, over time, to a higher level.

5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.

5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information
**Standard Six: Knowledge of Individualization of Instruction:** The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

6.4 Teach students within the scope of a teacher’s legal responsibilities and students’ educational rights, and follow procedures as specified in state, federal and local statutes.

6.5 Develop and apply individualized education plans.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

III. This course focuses on these NCATE (National Council for the Accreditation of Teacher Education, 2002) Standards


**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions.**

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students’ prior experience and applying the ideas to real-world issues.
Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

IV. Particular objectives of the course (left column) are examined using the following activities and assessments (right column).

Matrix of Candidate Outcomes, Standards, and Course Instruction

<table>
<thead>
<tr>
<th>Prospective Teacher Outcomes</th>
<th>Course Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know and apply basic theories of child and adolescent development. (Includes understanding and ability to accommodate children from diverse cultural backgrounds and the needs of boys and girls)</td>
<td>Final Exam and Chapter Reflections- assess understanding of concepts and principles contained in</td>
</tr>
</tbody>
</table>
2. Develop an understanding of assessment and measurement, developmental learning and memory models, and individualized behavior management

3. Learn to develop and select the basic concepts of educational and psychological assessment and their application to classroom settings

4. Develop an awareness of performance-based assessment strategies and how they can be used to inform decisions about student performance, behavior, and attitude.

5. Understand applied research in child development as it relates to classroom practices.

6. Know and apply principles of learning from several perspectives (e.g., behavioral, social-cognitive, and information-processing theories) in designing and delivering effective classroom instruction.

7. Identify theoretical orientations relevant to specific problems encountered in classrooms (e.g., acting out, lack of motivation for schoolwork).

8. Choose instructional strategies appropriate for the ages, background, and skill level of a diverse classroom of students.

9. Communicate assessment and instructional outcomes to a variety of educational constituents including parents, students, counselors, and administrators.

The textbook, ways to assessment learning, and application to classroom settings.

**In-Class Lesson and Chapter Reflections** - assess ability of students to integrate knowledge of child development and educational psychology into their teaching practices. Understand how research relates to classroom practices.

**In-Class Lesson and Social/Emotional Projects** - assess understandings of psychological research and their implications, choose appropriate instructional strategies.

In-Class activities - assess understanding of basic theories, and the development of skills in communicating outcomes with stakeholders.