Educational Psychology for Elementary Teachers

Robert Johnson, PhD

Class meets Tuesdays and Thursdays from 8:30-11:45 am, 30 June-6 August. (3CH)

I will be happy to meet after class with individuals or groups of students by appointment for major concerns or on an ad hoc basis regarding any relevant issue.

Contact: via UNC e-mail: robert.johnson@unco.edu

Phone: (Given in class; leave message between 9 a.m. and 9 p.m.)

Course Description

Two essential questions will guide our course:

1. How do children learn?
2. What are we supposed do about it?

I am very pleased to welcome you to our graduate course in Educational Psychology for Elementary Teachers. I think you will find that our work in this class will be extremely valuable for your growth as educators; my goals are to provide activities, materials, and learning opportunities which are both immediately and lastingly relevant to your academic growth and professional success. Throughout our time together, we will focus on how to apply what we are learning to improve our classroom practices.
In brief, though we will touch upon many topics, they will be viewed and unified through the lens of Educational Psychology, the study of teaching and learning. These topics include developmental psychology; classroom management; motivation; special populations; the meaning of academic standards for teachers and students; using data to drive classroom decisions; culturally responsive teaching in a diverse society; creating lesson plans; legal and ethical issues; the effective teaching of different content areas—including financial literacy and appropriate use of technology—within a broad context of literacy and critical thinking; professional growth, professional identity, and professional relationships; and career success.

We will pursue a general model of “authentic literacy” for this course, which will require close reading, critical thinking and open discussion, and quite a bit of careful writing. We will engage in both informal and formal writing activities throughout the course, providing many opportunities for reflection and feedback.

What are my expectations for myself as an instructor? I will do all I can to organize and provide for you a learning environment that is intellectually challenging, academically and emotionally supportive, and professionally valid. I will also demonstrate and explain many different teaching models for you to consider as you add to your repertoire. In short, I will participate as robustly as possible in every aspect of this course, in and out of class, not only as your instructor, but as a fellow learner.

My expectations are similar for students in that I know we can enrich our experience by interacting respectfully and considerately as ever-growing professionals. Your positive, good-faith participation in class will likely be the most important aspect of your success, so for everyone’s sake, especially your own, do your reading and other assignments before class, and share your ideas, comments, experiences, insights, and questions during class. Because of our very compressed schedule, we must prepare to make great efforts and real progress every day in class; I try to make out-of-class assignments minimal in time yet of maximal use for our next class. Wear comfortable clothes and plan to move/change activities frequently, as our class will be informed by many discussions, activities, “quick-writes” and “quick quizzes” to reinforce your understanding of the given topics.

Course content is derived from the following Standards (emphasis added):

Council for the Accreditation of Educator Preparation (caepnet.org)

1. Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools
National Board for Professional Teacher Standards (nbpts.org)

Early Childhood Generalist

I. Using Knowledge of Child Development to Understand the Whole Child
II. Partnering with Families and Communities
III. Fostering Equity, Fairness, and Appreciation of Diversity
IV. Knowing Subject Matter for Teaching Young Children
V. Assessing Children’s Development and Learning
VI. Managing the Environment for Development and Learning
VII. Implementing Instruction for Development and Learning
VIII. Reflecting on Teaching Young Children
IX. Exemplifying Professionalism and Contributing to the Profession

Middle Childhood Generalist

I. Knowledge of Students
II. Respect for Diversity
III. Establishing an Environment for Learning
IV. Knowledge of Content and Curriculum
V. Instructional Decision Making
VI. Partnership and Outreach
VII. Professionalism, Leadership, and Advocacy
VIII. Responsiveness to Change
IX. Reflective Practice

Colorado Department of Education (cde.state.co.us)

Teacher Quality Standards

CDF Quality Standard 1 Content Knowledge and Pedagogical Expertise (Especially in Literacy and Mathematics for Elementary Teachers)
CDF Quality Standard 2 Safe, Inclusive Environment for a Diverse Population of Learners
CDF Quality Standard 3 Planning and Delivering Effective Instruction in an Environment that facilitates learning
CDF Quality Standard 4 Reflective Practice
CDF Quality Standard 5 Leadership
UNC Teacher Standards (Elementary)

**Standard I: Knowledge of Literacy (Reading)** The teacher candidate shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

**Standard I: Knowledge of Literacy (Writing)** The teacher candidate shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

**Standard II: Knowledge of Mathematics** The teacher candidate shall be knowledgeable about mathematics and mathematics instruction.

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

**Standard IV: Knowledge of Content** The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, geography, history, science, foreign language, music, visual arts, and physical education.

**Standard V: 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.

**Standard VI: 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.

**Standard VII: Knowledge of Technology** The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.
Standard VIII: Democracy, Educational Governance, and Careers in Teaching. The teacher recognizes the school’s role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine education practices.

Standard IX: Diversity. The teacher candidate creates an inclusive environment for all students by drawing upon representations from students’ experiences, knowledge, and beliefs.

Standard X: Professional Behavior. The teacher conducts her/himself in a professional manner.

Text and Tentative Schedule

Ormrod, Jeanne Ellis. Essentials of Educational Psychology (4e). (Digital or Loose-Leaf acceptable)

ISBN 10:0-13-341646-1


(Third edition also acceptable)

<table>
<thead>
<tr>
<th>PSY 500</th>
<th>Tuesday 8:30-11:45 a.m.</th>
<th>Thursday 8:30-11:45 a.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Summer 2015</td>
<td>30 June</td>
<td>2 July</td>
</tr>
<tr>
<td>Centerra</td>
<td>30 June</td>
<td>2 July</td>
</tr>
<tr>
<td>Week 1</td>
<td>30 June</td>
<td>2 July</td>
</tr>
<tr>
<td>The Big Picture: Goals, Roles, Resources</td>
<td>Preview</td>
<td>Review/Preview</td>
</tr>
<tr>
<td>Understanding Our Clients and Our Content</td>
<td>a-Introductions, Essential Questions, Definitions, Syllabus, Assessments/ Assignments, Discussions, and Activities Begin</td>
<td>a-Due Today: First Daily Writing Assignment, “Classroom Design”</td>
</tr>
<tr>
<td>Essential Questions:</td>
<td>b-Text “walk-through,”</td>
<td>b-Overview: Rubric for Lesson Plan Project—details to emerge with discussion and student input—as part of Class Notes</td>
</tr>
<tr>
<td>Time in school?</td>
<td>c- “Learning, Teaching, and Educational Psychology”</td>
<td>c- Site visits for course Standards and professional resources</td>
</tr>
<tr>
<td>Information?</td>
<td>d-Begin flow chart...from x to y</td>
<td>d- Becoming a CIA operative</td>
</tr>
<tr>
<td>Knowledge?</td>
<td>For our “next class,”</td>
<td>e-Activities and Discussions regarding Ormrod 1</td>
</tr>
<tr>
<td>Intelligence?</td>
<td>Read Ormrod 1; Introduction to</td>
<td></td>
</tr>
<tr>
<td>Teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Week 1

**Schooling? Education?**

- Educational Psychology
  - Writing Topic 1: “Classroom Design”
  - Review/Preview

For our “next class,”
Read: Ormrod 2; Learning, Cognition, and Memory
Review/Preview

### Week 2

**Development, Learning, Cognition**

- 7 July
  - Review/Preview

For our “next class,”
Read: Chapter 3; Learning in Context
Review/Preview

- 9 July
  - Review/Preview
  - b-Psychological views of learning
  - c-Learning and Literacy

### Week 3

**Student Behaviors, Teacher Behaviors**

- 15 July
  - Review/Preview
  - a-Due Today: Fourth Daily Writing Assignment “Concepts of Self and Others; The Student, The Family, The Society”
  - b-Let’s Play
  - c-Standards and Assessments, Part 1

For our “next class,”
Read Chapter 5; Learning in Context
Writing Topic 5 “Culture and Learning”
Review/Preview

- 17 July
  - Review/Preview
  - a-Due Today: Fifth Daily Writing Assignment “Culture and Learning”
  - b-Literacy/Numeracy
  - c-Standards and Assessments, Part 2

For our “next class,”
Read Chapter 6 Motivation and Affect
Write “Sixth Daily Writing”
<table>
<thead>
<tr>
<th><strong>Week 4</strong></th>
<th><strong>Learning”</strong></th>
<th><strong>Assignment “What is ‘Normal’?”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum/Standards, Instruction, and Assessment</strong></td>
<td><strong>Review/Preview</strong></td>
<td><strong>First Exam</strong></td>
</tr>
<tr>
<td><strong>Essential Question:</strong> How do I integrate and enhance my efforts to ensure student success?</td>
<td>22 July 12:45-4:00 p.m. Review/Preview a- First Exam Returned/Processed b- Learning in the content areas c- Due Today: Sixth Daily Writing Assignment “What is ‘Normal’?”</td>
<td>24 July 12:45-4:00 p.m. Review/Preview a- Due Today: Seventh Daily Writing Assignment “Strategies for addressing all Academic Standards in my classroom at ‘my’ grade level.” b- Assessment Discussion</td>
</tr>
<tr>
<td><strong>For our “next class,”</strong></td>
<td><strong>Read Chapter 7 Personal, Social, and Moral Development</strong></td>
<td><strong>Write Paper #7 “Strategies for addressing all Academic Standards in my classroom at ‘my’ grade level.”</strong></td>
</tr>
<tr>
<td><strong>Write Paper #7 “Strategies for addressing all Academic Standards in my classroom at ‘my’ grade level.”</strong></td>
<td><strong>Review/Preview</strong></td>
<td><strong>Review/Preview</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Week 5</strong></th>
<th><strong>Applying Principles of Educational Psychology</strong></th>
<th><strong>Review/Preview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions:</strong> What will I do to strengthen and more clearly define my sense of professional identity?</td>
<td>29 July</td>
<td>31 July</td>
</tr>
<tr>
<td><strong>Review/Preview</strong></td>
<td><strong>a- Due Today: Eighth Writing Assignment “What is the range of assessment strategies I will use with my students, and for what purposes? How should assessment be used to promote learning? What are the benefits of appropriate uses and interpretations of assessment?”</strong></td>
<td><strong>Review/Preview</strong></td>
</tr>
<tr>
<td><strong>b-Teaching as a moral activity</strong></td>
<td><strong>For “next time,”</strong></td>
<td><strong>For “next time,”</strong></td>
</tr>
<tr>
<td><strong>Read chapter 9 Strategies for Creating an Effective Classroom Environment</strong></td>
<td><strong>Write Paper #9 “Strategies for</strong></td>
<td><strong>Read Chapter 10 Assessment Strategies</strong></td>
</tr>
<tr>
<td><strong>Write Paper #9 “Strategies for classroom management: in what ways does research about the many aspects of teaching and learning influence my professional practice?”</strong></td>
<td><strong>Review/Preview</strong></td>
<td><strong>Write Tenth Writing Assignment “What are my strategies to</strong></td>
</tr>
<tr>
<td><strong>b-Survivor, Classroom! c-Professional success</strong></td>
<td><strong>Review/Preview</strong></td>
<td><strong>Review/Preview</strong></td>
</tr>
</tbody>
</table>
### Grades

If the class chooses, we will develop a simple spreadsheet for use in keeping track of your grades. If grades are important to you, this provides a “no surprises” notion of how you are doing at any point. Please note that with steady productivity on your part no one of the six ways you will be called on to demonstrate your learning (bulleted below) is likely to be fatal to (nor solely responsible for) your grade or course credit. Work regularly on all of the assignments, and give good faith efforts in completing them to the best of your ability. A student’s final “grade” for this course is based primarily on completion and timeliness of assignments, success (and/or make-ups) on exams, and active, daily participation as a respectful leader and an eager learner; grades are not based on competition or “on a curve.” I hope you will find that a grade of “A” is accessible to all, but at the same time, it can only be earned through consistent and engaged effort on your part. Throughout the course, I will try to provide clear structure for understanding and growth.

- **Possible points**
  1. **20**- Lesson Plan Project and Presentation
     Due on or before our final class meeting
  2. **20**- Tests: 10 course points possible per each of two exams (each exam includes selected response sections and essays, as well as partial credit make-up toward these point totals with corrections/ justifications; your final percentage score on the test is converted to “points” here on a ten

<table>
<thead>
<tr>
<th>Week 6 Reflection, Planning, Sharing</th>
<th>5 August</th>
<th>7 August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/Preview</td>
<td>a-Second Exam Returned b-Lesson Plan Presentations Begin (“Popsicle Protocols”) c- Due Today: Tenth Writing Assignment “What are my strategies to motivate my students? What will I do to keep myself motivated?” Review/Preview</td>
<td>Review/Preview a-Lesson Plan Presentations / b- Wrap-up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Plan Project Due This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions: How will I prepare for my next “First Day?”</td>
</tr>
</tbody>
</table>

If the class chooses, we will develop a simple spreadsheet for use in keeping track of your grades. If grades are important to you, this provides a “no surprises” notion of how you are doing at any point. Please note that with steady productivity on your part no one of the six ways you will be called on to demonstrate your learning (bulleted below) is likely to be fatal to (nor solely responsible for) your grade or course credit. Work regularly on all of the assignments, and give good faith efforts in completing them to the best of your ability. A student’s final “grade” for this course is based primarily on completion and timeliness of assignments, success (and/or make-ups) on exams, and active, daily participation as a respectful leader and an eager learner; grades are not based on competition or “on a curve.” I hope you will find that a grade of “A” is accessible to all, but at the same time, it can only be earned through consistent and engaged effort on your part. Throughout the course, I will try to provide clear structure for understanding and growth.

- **Possible points**
  1. **20**- Lesson Plan Project and Presentation
     Due on or before our final class meeting
  2. **20**- Tests: 10 course points possible per each of two exams (each exam includes selected response sections and essays, as well as partial credit make-up toward these point totals with corrections/ justifications; your final percentage score on the test is converted to “points” here on a ten
point scale. For example, an “80%” on the test would give a student “8” course points for that test. Not bad!

3. **20**- Daily Writing Assignments (2 points possible per 10 assignments)
   Due as indicated in the accompanying schedule; full credit for on-time; see “Writing Tips” at the end of this document for more details

4. **20**- In-class writing and quizzes, daily

5. **10**- Leadership Activities (TBA)

6. **10**- Class Notes (Attendance/Participation) See “Policy Statements,” below

- **Grade/Point Scale:**

<table>
<thead>
<tr>
<th>Grade, Points</th>
<th>Grade, Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-97</td>
<td>C 81-89</td>
</tr>
<tr>
<td>A- 96</td>
<td>C- 80</td>
</tr>
<tr>
<td>B 91-95</td>
<td>No Credit</td>
</tr>
<tr>
<td>B- 90</td>
<td>79 &amp;↓</td>
</tr>
</tbody>
</table>

**Policy Statements**

Please read and understand these policies pertaining to UNC students.

- **Attendance and Participation** As mentioned above, your attendance and participation are essential aspects of your learning and success. Teaching—as is true of learning as well—is NOT a spectator sport; it is intensely participatory. Further, working with children is far too important and complex to expect success from anything less than your full commitment. While I recognize that valid “emergencies” may arise, attendance is vital to your ability to understand the material and succeed as professional educators. Prior, acknowledged notification of an absence will allow a student to have an extra meeting day to complete work at full credit. Because our schedule compresses more than a week’s worth of content into each day’s session, three or more absences will have the effect of missing three “weeks” of class (roughly 10%) will be counted as at least a full “grade” off of a student’s final score.

- **Timeliness** Because of our very compressed schedule, the timing of every assignment is more important than ever; I cannot be responsible for returning late work back to students before the end of the term. On the other hand, because of the learning value of the assignments, I will try to return all on-time work—with scores and feedback—during our next class, or at least in time for you to have a clear idea not only of your grade, but of your academic growth, strengths, and needs.
• **Academic Integrity** The University’s Student Code of Conduct, presented on the Dean of Students Office webpage, [http://www.unco.edu/dos/studentConduct/index.html](http://www.unco.edu/dos/studentConduct/index.html), clearly and strictly prohibits any form of academic misconduct, which includes plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Such misconduct is unacceptable and so deeply in conflict with academic and professional ethical standards as to warrant a failing grade in a course or even recommendation for expulsion. For more information on plagiarism and appropriate paraphrasing, please see the Honor Code section of the Dean’s webpage, [http://www.unco.edu/dos/academicIntegrity/index.html](http://www.unco.edu/dos/academicIntegrity/index.html). *If requested by instructor, students are required to submit papers electronically so they can be scanned by Blackboard.com for possible plagiarism.*

• **Disability Statement** Student requesting disability accommodations for the class must give the instructor timely notice in order to allow said accommodations to be implemented. Please do not hesitate to inform me of your needs in this regard, if any. If you communicate, I will act. Visit [http://www.unco.edu/dss](http://www.unco.edu/dss) or call (Greeley Office of Disability Support Services) 970.351.2289 for more information.

• **UNC/CEBS Commitment to Diversity** According to the written policies of the university, we expect students, faculty, and staff in our programs to demonstrate respect and understanding in dealing with other peoples’ world views, behaviors, and customs which may be different from their own: “The University will not engage in unlawful discrimination in educational services against any person because of race, religion, gender, age, national origin, disability,… veteran status,… sexual orientation [or] political affiliation.”

**Course-Specific Writing Tips**

Because this is a graduate course, APA reference and citation practices are expected. Please refer to *APA 6* for specifics. The primary modification of APA standards for this course lies in saving paper by including the heading (Name, Course, Section, Date, and the Title/Topic with the text beginning on the same page. Likewise, the reference section does NOT need a separate title page and may begin on the last page of text, if space allows, after a centered, capitalized “References,” using the standard “hanging indent” style. Headers should include student name, course name, and assignment number/name. Number all pages. A 12 point font in Times New Roman, Calibri, Cambria, or Arial will be perfectly acceptable. “Fancy” fonts are more difficult to read, provide too little contrast between regular and italic forms, and do not present a professional appearance. Please indent new paragraphs (no block style).