



**School of Human Service Professions
Center for Education**

Conceptual Framework: The aim of the professional education program in the Center for Education is to prepare teachers, educational specialists, and administrators to be knowledgeable and reflective practitioners. To accomplish this overriding goal, the Center for Education Faculty focus on these five themes:

*Content Mastery, Best Practices, Technology,
Diversity, and Professionalism*

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	Number of Credits	3
	Semester:	Spring, 2007
	Date & Time:	PSY/ED 201 S1 M-W-F, 10-10:50am PSY/ED 201 S2 M-W-F, 11-11:50am
	Location:	LC 136B
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Course Description (including prerequisites):

This course is an introduction to the application of psychological theories and principles to educational settings. Topics include basic concepts in measurement and assessment, theories of learning and motivation, developmental characteristics of learners, individual differences, classroom management and teacher behavior, and diversity in the schools. Taken during the freshman or sophomore year this course is a prerequisite for other education courses. PSY 105 is a prerequisite for this course.

National Standards and Center Themes:

The Interstate New Teacher Assessment and Support Consortium (INTASC) principles, the National Educational Technology Standards (NETS) and the Center for Education Themes: Content Mastery, Best Practices, Technology, Diversity, and

Professionalism are embedded in this course. The correlation of these standards and objectives follow.

PSY/ED 201 A/B, S1/S2 Syllabus

Date	Topic	Readings/Assignments
Week 1 1/17/07	Introduction What is Educational Psychology?	Chapter 1
Week 2 1/22/07	What is service-learning? Risk and Protective Factors Educational Resilience and Educational Research Methods	Supplemental Reading (this material will be given out during week 1).
Week 3 1/29/07	Instructional Objectives Summative vs. Formative Evaluations Norm vs. Criterion Reference Evaluation	Chapter 13
Week 4 2/5/07	Test Construction Methods of Grading Standardized Testing Aptitude and Achievement Tests	Chapters 13 and 14 Essay #1 – 2/7/07
Week 5 2/12/07	Test Interpretation Reliability and Validity	Chapter 14 Probe #1 – 2/14/07
Week 6 2/19/07	Developmental Theories Multiple Intelligence and Learning styles	Chapter 2 Essay #2 – 2/23/07 Teacher Interviews – 2/23/07
Week 7 2/26/07	MI and Learning Styles Diversity and Development: Personality, Social-Emotional and Cognitive	Chapters 2, 3 and Supplemental Reading Essay #3 – 3/2/07

Week 8 3/5/07	Spring Break!	
Date	Topic	Readings/Assignments
Week 9 3/12/07	Student Diversity Multicultural Education Diversity	Chapter 4 Cultural Competence Assignment – 3/12/07
Week 10 3/19/07	Behavioral Theories of Learning Extrinsic and Intrinsic Incentives; Motivational Theories of Learning	Chapters 5, 10 Probe #2 – 3/21/07
Week 11 3/26/07	Motivational Theories	Chapter 10 Essay #4 – 3/30/07
Week 12 4/2/07	Cognitive Theories of Learning	Chapter 6 4/6/07 - Spring Holiday!
Week 13 4/9/07	Learners with Exceptions	Chapters 11
Week 14 4/16/07	Effective Learning Environments Educational Programs for Students Placed at Risk Individual Instruction vs. Ability Grouping	Chapter 11 and Pages 279-285, and 302-309 4/20/07 – Student Project Day!
Week 15 4/23/07	Educational Programs for Students Placed at Risk Individual Instruction vs. Ability Grouping	Chapter 11 and Pages 279-285, and 302-309 Probe #3 – 4/27/06
Week 15 4/30/07	An Evaluation of Service- Learning and Multicultural Education Service-Learning Reflections In-class Closing	Supplemental Reading (this material will be distributed during week 15. CSL Journals - 4/30/07 Makeup Probes 5/2/07 The dates for placement site

	Reception 5/2/07	ceremonies will be discussed in class!
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Required Text(s):

Robert E. Slavin. (2006). *Educational Psychology* (8th edition). Boston, MA: Allyn and Bacon.

Other Reading(s):

Supplemental readings are available on online under shared files for the course on Campus Cruiser and *ereserve* in the library. Paper copies will be distributed in class.

Grading System: Grades will be assigned as follows.

Assignment	Points	Total Points	Percentages	Grades
Learning Probes (n=3)	100/300	680-730	93-100	A
Essays (n= 2) or Teacher Interview	25/50	658-679	90-92	A-
Community Service-Learning Journal	200	638-657	87-89	B+
Cultural Competence Assignment	50	608-637	83-86	B
Surveys (n=5)	20/100	585-607	80-82	B-
Attendance/Participation	30+	565-584	77-79	C+
		535-564	73-76	C
		520-534	70-73	C-
		490-519	67-69	D+
		450-489	60-66	D
		Below 450	Below 60	F

A total of 730 Points may be achieved.

Grade Calculation:

Learning Probes _____ + Essays/Teacher Interview _____ + CSL Journal _____ + Cultural Competence Assignment _____ + Surveys ____ _____ + Attendance/Participation _____ /730 = _____ .
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Course Requirements: Course content follows the syllabus provided. Readings for each class are to be read prior to class. Supplemental articles may be accessed through shared files for the course under Campus Cruiser and ereserve in the library. Paper copies will be made available and distributed during class. This course is structured as a seminar with an emphasis on applied and collaborative learning. Collaborative learning refers to working in small groups in and out of class. In addition, this course offers undergraduates an opportunity to engage in community service learning at either an elementary school or a community-based program (an alternative school).

- 1. Essays:** You are to answer two out of the four posed questions in the syllabus. Each essay should be two typed-pages. Essays will be discussed on the dates they are assigned as part of the pedagogical process. Please be prepared to discuss each essay according to the assigned date. **If you choose to complete the teacher interview then you do not have to complete an essay.**
- 2. Teacher Interview (optional):** The teacher interview is an optional assignment that may be used instead of completing two essays. As part of this assignment you will perform two brief interviews, one with an elementary or middle school teacher, and one with either a high school teacher or a college professor. The purpose of these interviews is for you to learn more about their own process of teacher-made development. How do these teachers decide WHAT to assess (i.e., cognitive, affective, psychomotor domains)? How do they decide HOW to assess (i.e., norm-reference vs. criterion reference, selected vs. constructed responses, binary-choice vs. multiple-choice items, portfolios, essays, etc.)? Then, you will compare and contrast their responses by identifying similarities and differences in their various assessment styles. You will provide a conclusion by relating the interviewees' responses to the information in chapters 13 & 14 in the text. **Please refer to the specific guidelines. This paper should at least six typed-pages.**
- 3. Learning Probes:** Probes are similar to examinations except they cover a smaller amount of material. You will take three (3) probes in this course. Half of the questions on each probe will be multiple-choice questions. The remaining questions will be based on constructed-response questions (i.e., short-answer and essay). A study guide will be distributed in class two-weeks prior to each probe.

Makeup Learning Probes (Exams): Makeup probes are similar to regularly scheduled examinations in terms of material covered, difficulty level, and style. There is a maximum of one makeup probe (for a missed probe) per person. These probes are given without penalty to students who miss an exam. A student who misses more than one probe will receive a score of 0 for each additional missed probe. A student who

receives a failing grade of less than 60% on a probe can take a makeup probe to improve that score to a passing grade (60%). For example, if you should receive a grade of 40% on a probe then you can retake the probe to receive a grade of 60%. Makeups cannot be taken to improve passing grades. **Makeup Probes for missing probes are scheduled for the following class period and makeup probes for grade improvement are scheduled for the last day of class.**

4. **Community Service Learning Activity:** The purpose of this activity is to connect the course content to a service experience at either an elementary school or a community-based program. This activity requires a serious commitment to the school/program. You will be responsible for maintaining a daily journal that address specific questions and obtaining signatures from the placement site (placement log sheet) to verify your hours of attendance. Each section of questions (i.e., 1-1c) corresponds to each hour of service and should be one to two typed-pages in length. Journals are due the last day of class.
5. **Community Service Learning Surveys:** In order to evaluate the effectiveness of community service learning, students are required to complete the service-learning survey twice throughout the semester, before and after service. Each student will be assigned a code so that “responses” will be recorded anonymously and the professor will be unable to identify the “individual data” except for completion of credit. Student codes will be assigned and the service-learning survey will be distributed to you during the first week of class. Each survey is worth 33 points. In addition, you are required to have the teacher or placement site supervisor evaluate your work. This evaluation form will be given to you during the last two-weeks of class and is worth 33 points.
6. **Cultural Competence Assignment:** You are to complete the following activity in order to enhance your level of cultural competence, knowledge and skills. You are to watch the movie Stand and Deliver (this movie will be given out in class) and follow the specific guidelines for this assignment as described in the syllabus. This assignment should be five to eight typed-pages in length.
7. **Learning Bites (Optional):** Students who wish to submit an index card with a reaction statement about a class discussion or an assigned reading will receive an extra point to their final grade. Learning bites may not be substituted for required assignments or attendance points. Learning bites are will be used to “round up” grades. For example, students whose grades are in between two grades (i.e., B/B-) will receive the higher grade. Learning bites are not graded and a total of **three** learning bites may be turned in throughout the semester.

Assignment Guidelines

Essay Questions (1 to 2 typed-pages for each essay)

1).2/7/07: You are a 4th grade teacher at Main Street Elementary School. John is a student who performs extremely well in all of his subjects but math. He has repeatedly scored below average on both the teacher-made and the PSSA tests. As his teacher, how do you interpret his test scores? How are the concepts of criterion-reference and norm-references related to teacher-made and standard achievement tests? Is John likely to have difficulty in math in the future? Use the concepts of reliability and validity to justify your perception of John's mathematical ability.

2).2/23/07: Michelle is in 2nd grade at Columbus Elementary School. She has been placed in special education after transferring to this school mid-year due to her new residence at a homeless shelter in Delaware County. Her teachers misplace her in special education because of their stereotypes of homelessness. Explain the teachers' formation of stereotypes by applying Piaget's concepts of schema, disequilibrium, assimilation, accommodation, and equilibrium. In your opinion, what theory best explains Michelle's cognitive development. Compare and contrast perspectives of Piaget, Vygotsky and Bruner to justify your answer.

3).3/2/07: Stephanie is in 11th grade at Chester High School. She lives with her maternal grandmother because her mother is an active drug addict and her father is incarcerated. Stephanie has ended a long-term relationship with an abusive boyfriend. However, she recently discovered that she is pregnant. Discuss teen pregnancy. Identify risk and protective factors for Stephanie, and explain how service-learning may serve as a prevention method for teen pregnancy. Apply Marcia's and Erikson's theories to explain how teen pregnancy may interfere with "normal" adolescent development

4).3/30/07: Mickey is in 10th grade at Second Chances Learning Academy. When he was in 9th grade, he was embarrassed by an insensitive teacher who made him read out loud. Mickey can not read very well. Now that he is in 10th grade, he becomes anxious every time he has to go to reading class since he fears he will have to read out loud. Explain the association between reading and anxiety by applying classical conditioning, operant conditioning and learned helplessness theories. Compare and contrast behavioral theories to motivational theories. As a teacher, how would you reduce his anxiety? Justify your answer by applying one theory.

Teacher Interview Guideline Questions

(This is an optional assignment that will be used in place of two-essays and should be about six-typed pages.)

Personal Characteristics

1. Could you tell me a bit about your background as a teacher? For example;
 - a. How long have you been teaching?
 - b. How long have you been teaching at this school?
 - c. How long have you been teaching this grade? What grade?
 - d. Why did you choose to become a teacher?
2. What are your strengths and weaknesses as a teacher?
3. What current trends in public education please you? Displease you?
4. Tell me about the three people who have most influenced your own education and educational career?
5. If you were selecting a career today, would you still become a teacher? Why or why not?

Instructional Techniques

1. Describe your teaching style.
2. How do you integrate technology or experiential learning into the curriculum that you teach?
3. Have you used cooperative learning or other instructional groups in your classroom? Give an example.

Assessment

1. Describe your thoughts about student and teacher accountability?
2. What sorts of assessment, both formal and informal, do you use?
3. What procedures do you use to evaluate student progress besides using tests?
4. Describe the evaluation instruments you use to assess student learning?
5. When student work is "graded" or evaluated, what type of criterion and procedures are employed?
6. What will you do in the area of curriculum development and/or assessment to ensure that students do well on the standardized test?

Multicultural Education

1. How do you deal with diversity as a teacher?
2. What has prepared you to deal with diversity?
3. How do you work with students and families from different cultures?
4. What is your definition of multicultural education?
5. What strategies, techniques or lessons are used to develop citizenship skills in your class and to create/construct a democratic (reflecting multiculturalism) classroom?
6. Tell me some ideas you use to teach in a multicultural classroom.

Cultural Competence Assignment (5 to 8 typed-pages)

1. You are to watch the movie *Stand and Deliver* and answer the following questions:
 - a). Summarize the movie
 - b). Describe the demographic characteristics of the characters and the community in the movie.
 - c). How is the context and the setting similar and different to your service-learning placement?
 - d). Apply the concepts of standardized testing discussed in the text to the movie.
 - e). Compare and contrast standardized testing issues described in the movie to those issues faced by the children at the service placement.
 - f). How was the movie similar and different to your elementary or high school?

2. After you complete the section above then select one of the major characters in the movie and;
 - a). Describe the character
 - b). Apply the following theories to him/her:
 1. Piaget
 2. Vygotsky
 3. Bruner
 4. Erikson
 5. Marcia
 6. Diversity concepts and theories (i.e., Cross or Helms)
 7. Educational Resilience (i.e., risk and protective factors)
 8. Compare and contrast the main character (that you selected to write about) to one of the students that you are working with at the placement site.

3. After you complete the section above, answer the following questions:
 - a). Read and reflect on your answers, what did you learn in terms of multicultural education from this activity?
 - b). Explain how this activity relates to the text?
 - c). Explain what you did or did not gain from this assignment?

Community Service Learning Activity

Your participation in the Community Service Learning activity will require you to act as a **peer tutor/mentor** for children K-8 at **Main Street School** located at 704 Main Street (this is a 15 minute walk from Widener); Columbus Elementary School; 9th Grade Learning Academy at Chester High School; or any other school or program that is on the list (this list will be distributed on the first day of class).

This activity requires the following:

a). Select a placement site (Main Street, Columbus Elementary), identify the age group of children that you prefer to work with and provide a set schedule (we will review this in class).

Being a **peer tutor/mentor** includes reading to the children, talking and listening to them and facilitating structured group activities with them to enhance their social, emotional, and intellectual development. Tutoring also involves conducting reading and math exercises with additional semi-structured activities with the children. There will always be a teacher and/or coordinator on-site to assist you with direct questions, and materials will be provided to you to use with the children.

b). A minimum of **16 hours** is required throughout the semester at either the school or the program. Your hours should be done on a weekly or biweekly basis so you can observe changes in the children. If you are already involved in a field experience, you may not use your time for this class but you can continue in your placement at that particular site and complete additional hours.

c). **Journal. Journals** should be typed and have an entry after each placement and include the following answers to the questions on the subsequent page.

d). **Placement Log:** Please have the teacher or coordinator sign the placement log. The placement log will be used to monitor your hours at the school or site. This log should be stapled in the front of your journal.

Initial Coordination will occur during class but for future reference:

Program	Location	Contact
Columbus Elementary School	Chester, PA	Ms. Jane 610-328-6506 JTNYiri@aol.com
Main Street School	Upland, PA	

Community Service-Learning Journal Reflection Questions (1-2 typed pages for each section of questions)

Field Experience	Questions
Pre-Service Journal Reflection	Diversity is defined as the collection of similarities and differences that we carry with us at all times based on characteristics we were born with, experiences we've had, and any choices we have made. In this context, everyone is diverse because we all are unique individuals.
	a. In your opinion, what if, any, is the value or benefit of diversity within a community?
	b. In your opinion, what if, any, is the drawback of diversity within a community?
	c. What does diversity have to do with this course?
	d. Give an example from your life that illustrates your understandings of diversity.
	Stereotypes are exaggerated beliefs or fixed ideas about a person or a group that are held by a number of people. Stereotypes arise from incomplete or distorted information and limited experience. They often come from outside sources, as others' interpretation of cultural behavior. Stereotypes reflect human nature. We all hold stereotypes. One challenge is to become aware of our beliefs.
	e. Why is it important to become aware of how we as individuals stereotype others? What is the impact of stereotyping on others?
	f. Give one example of a stereotype that you hold toward others?
	g. Give one example of how you believe you have been (or could be) stereotyped?
	Culture is defined as the way of life of a given society, passed down from one generation to the next through learning and experience. It also includes language, values, communication styles, patterns of thinking, and norms of behavior.
	h. Describe your culture.

Reflections per visit or per hour at placement site #1	1. Describe your expectations and feelings about working in the field and this course.
	1a. Describe your general impressions of the child/client, teacher and school/program that you will be working with this semester.
	1b. Describe the characteristics of the students, school (site) and teachers. How are the children, teachers and school similar to and different from your scholastic experiences? For example, what is the climate of the school?
	1c. Give examples to support your answers.
#2	2a. What are the instructional objectives of the teacher that you are working with? How does he or she assess the students?
	2b. Is the teacher that you are working with a purposeful or intentional teacher? Did you have purposeful or intentional teachers in elementary, middle or high school?
	2c. What are the developmental or learning levels of the students that you are working with?
	2d. Give examples to support your answers.
#3	3a. Describe your activities with the students.
	3b. Describe the students' development according to Piaget's, Bruner's and Vygotsky's theories?
	3c. What theory is most applicable to the students that you are working with?
	3d. Give examples to justify your position.
#4	4a. Describe the demographic characteristics of the students that you are working with (i.e., ethnicity, culture).
	4b. Can you describe the students' ethnic identity development according to the theories (i.e., Cross, Helms) presented in the supplemental readings?
	4c. Describe your own ethnic identity development based on either Cross's or Helms's theories.
	4d. Give examples to justify your position.
#5	5a. What are some risk characteristics and protective factors of the students that you are working with.
	5b. Describe the activities that you engage in.
	5c. How does service-learning buffer at-risk characteristics and promote protective factors? Give examples to support your answer.

Field Experience	Questions
#6	6. Reflect on you answer to question #1. Has your expectations of the children/clients and school/program changed since your first meeting?
	6a. Explain how your thoughts and feelings about this assignment have changed since you began this assignment?
	6b. Give examples to support your answers.
#7	7a. Describe the teacher's classroom management methods.
	7b. What behavioral theory best describes the classroom management methods?
	7c. How effective are the teacher's classroom management techniques? Do you have any concerns about these management methods?
	7d. If you were a teacher, what methods and styles would you assimilate? What would you do differently?
	7e. Do you use any particular behavioral methods with the children that you are working with?
	7f. How effective are the behavioral methods that you use with the children?
	7g. Give examples to explain your answers.
#8	8a. Describe the teacher's motivational methods.
	8b. What motivational theory best describes the teacher's motivational methods?
	8c. Do you have any concerns with the teacher's motivational methods?
	8d. How effective are the teacher's motivational techniques?
	8e. If you were a teacher, what motivational methods and styles would you assimilate? What would you do differently?
	8f. Do you use any particular motivational methods with the children that you are working with?
	8g. Give examples to explain your answers.

Field Experience	Questions
#9	9a. Describe how your views of service-learning have changed since the beginning of the semester.
	9b. Describe how service-learning illustrates the concepts of white privilege and you can't teach what you don't know.
	9c. Give at least 2 examples to support your answer.
#10	10a. Explain how diversity is related to this course?
	10b. Give an example of your life that illustrates your understanding of diversity?
	10c. Explain how diversity is related to service-learning?
	10d. Give an example from your service experience that illustrates your understanding of diversity?
#11	11a. Did you have any stereotypes about the neighborhood, school, teachers or children before beginning your service?
	11b. Please give an example of this stereotype?
	11c. Has your stereotype(s) changed or was it reinforced through this service experience? Give an example.
	11d. Do you think the teachers or children had a stereotype of you? Give an example.
	11e. Do you think the teachers or children changed their stereotype(s) about you?
	11f. What was the impact of the teacher's and/or children's stereotype(s) on you? What was the impact of your stereotype(s) on others?
#12	Cross-Cultural Interactions are defined as anything that involves the interaction of 2 cultures or interacting with a culture other than your own culture (i.e., culture refers to gender, economic status, race, disability and exceptionality).
	12a. What was it like to engage in cross-cultural interactions with the children or teachers? Give an example to support your answer?
	12b. What did you learn about multicultural and/or urban education?
	12c. Has your views of multicultural and/or urban education changed?
	12d. Give at least 2 examples to support your answers.
	12e. Was diversity addressed in that classroom? If so, give an example. If diversity was not addressed, why do you think it wasn't?
	12e. If you were a lead teacher how would you address diversity? What multicultural education strategies would you use and why? Give an example.

Field Experience	Questions
#13	13a. What did you learn from this service-experience?
	13b. Did service-learning help you learn the course concepts? Would you have been able to learn the course material without the service experience? Give at least 2 examples for each question.
	13c. Describe how service-learning was associated with your social (ie. tolerant attitudes, reduce stereotyping) and personal development (ie. competence, leadership skills)? Provide at least 3 examples.
#14	14a. How did your participation in service-learning benefit the student(s)? Did you help the teacher? Do you think that you made a difference?
	14b. What would you do differently if you were to repeat this assignment?
	14c. Identify your needs as a learner and how well were they met by your teacher/coordinator at the placement site.
	14d. Describe the connection between service experiences and this course. What was your best and worst experience at the school?
	14f. How has your service experiences shaped your perspectives as a future teacher (i.e., do you still want to become a teacher or work with children)? Give at least 1 example to justify your perspective.
#15	15a. Read and answer the pre-service questions and question #1.
	15b. Reflect on your current and previous responses to the pre-service questions and question #1.
	15c. How are your current responses similar to and different from your previous or original responses?
	15d. Why do you think your views have or have not changed? What factors or experiences have influenced your changed or unchanged views? Give examples to support your answers.
Post-Service Journal Reflection	Provide an overall reflection and summary of your thoughts and feelings about your service-learning experiences and this course.
	Did service-learning “add value” to this course? Justify your answers by providing examples.



Guidelines for Essays, Papers & Probes:

1. Your **name should be on the back** of the paper instead of the front page to reduce potential biases.
2. All work should be typed and doubled spaced.
3. All work exceeding two papers should be stapled (a stapler will not be provided for you so please make sure your paper is stapled prior to the assigned date it is due).
4. Please do not exceed the required page limitation.
5. **Please do not email your papers.** There is no guarantee that I will receive your paper or that it will be obtained by the assigned date. It is your responsibility to turn in papers directly to me in a timely fashion.
6. Make sure all of your pages are numbered and proofread for spelling and grammar.



Things to remember ...for meeting deadlines

Malfunctions of your computer, printer, disk, alarm clock, automobile or any other machine will not influence late penalties. Back up your computer files, fix your car or rely on public transportation, get a decent alarm clock or use the buddy system, or hand in your paper early to avoid being late. Exceptions to the late policy are possible for serious medical conditions or other catastrophic events if the instructor is notified prior to the date and appropriate documentation is provided.



Guidelines for Community Service-Learning Activity:

1. Arrive promptly and on time.
2. Stay until the end of your agreed-upon shift.
3. Inform the coordinator when you will be absent such as Fall Break.
4. Please follow the dress-code policy set forth by the Center for Education.
5. Generally, behave in a courteous and cooperative manner!



Policies:

1. Attendance: Students are expected to attend class. If you miss class, please arrange to get the class notes before the next scheduled class. You are allowed to miss twice the number of weekly class meetings (i.e., six classes) without penalty. Students who require extended absences beyond the allotted six absences (i.e., surgery) must notify the Provost office prior to the absence and follow the policy for excused absences and medical leaves set forth by the University as described in the Student Handbook. Students who are continually absent from class (beyond six classes) will have their final course averages reduced by 5 percentage points for each absence. **Absenteeism is likely to have a negative impact your final grade since participation is a requirement and examinations are based on material presented in class.**

2. Arriving Late: Students are expected to be on time for class. If you find yourself arriving late for class I ask that you enter the classroom in an unobtrusive manner and find the nearest available seat. Students who habitually (more than three times) come to class late (more than 5 minutes after the start of class) will have their final course averages reduced by 5 percentage points for each late arrival.

3. Assignment Dates: Due dates for each assignment is located on your syllabus. Late papers will be penalized (2 points will be deducted for every day the paper is late). Assignments will be graded according to both content and grammar (clarity, organization, etc.). If you are having difficulty organizing your thoughts then please seek assistance from the Writing Center.

4. Failure to complete an assignment will result in a grade of **0** for that assignment and the zero will be averaged into the course grade. You **will not receive** an “I” for an incomplete or missing assignment unless you have **contacted me** two-weeks (4/18/07) prior to the final exam and requested an incomplete through a **written statement** explaining why you are making such a request. This statement should be signed, dated and typed. An “I” will only be given to students *who follow this policy and are passing* the course with a grade of a D or better. Grades lowered by incomplete or missing assignments **will not be changed after the semester** unless you have received an “I” for the course.

This policy will be upheld unless otherwise directed from the Provost Office. The Provost Office coordinates incomplete grades that result from extenuating circumstances. Please review the policies on incomplete grades in your Student Handbook.

5. Academic Honesty: Please familiarize yourself with the most recently adopted Academic Honesty Policy at Widener University. Students in violation of this policy will fail the course and be reported to the Academic Dean.

Plagiarism. Please familiarize yourself with the University Policy on Plagiarism. The Associate Dean of Social Science and the Dean of the College of Arts and Sciences will deal with all plagiarism matters in accordance with University policy and procedures. Please review the Plagiarism and Academic Honesty policies in your Student Handbook.

7. Special Accommodations: Any student that may need some special accommodation to complete the specified requirements should make an appointment to meet with me to discuss such considerations. It is mandatory that we discuss this matter **before** you begin completing the assigned work.

8. Telephones and Pagers: All cell phones and pagers must be turned off during the class period. If your cell phone or pager rings during two or more class periods then you will have two points deducted from your final grade for each disturbance.

9. Extra Credit: Your final grade is based on your exams, assignments, and class participation. **I do not** give extra credit (except for Learning Bites). If you are falling behind or are having trouble with assignments – please see me. We will find a way to deal with it.

10. The Instructor reserves the right to change any parts of this syllabus. If so, you will be informed of any changes in class.



What can you expect from me?

1. This course will be conducted as a discussion. I am interested in helping you develop critical thinking skills rather than discussing my opinions, so please be prepared to discuss your service experiences and assigned readings in class.
2. Outlines, power point presentations, and notes for each chapter and assigned reading are available under shared files for this course on Campus Cruiser. If you have difficulty downloading this material then CDs with this material will be given out during class.
3. I will bring additional materials (i.e., worksheets) to class to enhance our discussions. If you should miss a class, please stop by my office to get the materials that you missed or arrange to get a copy of them from a peer.
4. I am available to meet with students during office hours. However, if you need additional time beyond my office hours, please email me and I will arrange a time to meet with you.
5. I respond to emails within 24-hours. If you do not receive a message back from me within 24 hours – check the email name that you used and make sure that you used an “L” instead of an “I” for lsimons@mail.widener.edu. Please make sure that you use lower case letters otherwise the system will reject the email.
6. Assignments and probes will be graded and returned to students within 24 hours. Assignments and probes that are scheduled for either the day before break or on Fridays will be returned to you on the following class.
7. I look forward to working with you in and out of class!

INTASC Principles, NETS, Center for Education Themes	Learning Objectives	Assessment Tasks		
Content Mastery INTASC Principles 1, 4, and 8	(1). Discuss measurement and evaluation issues such as interpretation of standardized test scores, theories of intelligence and intelligence properties of achievement, aptitude and diagnostic tests, and grading.	Learning Probe 1	Essay #1	Journal Reflection #2 Teacher Interview Assignment
Content Mastery INTASC Principles 3 and 7	(2). Construct and evaluate a classroom test using the Table of Specifications.	Learning Probe 1		Teacher Interview Assignment
Diversity INTASC Principles 2, 4, and 10 NETS 2, 3	(3). Differentiate between individual and group differences such as ethnicity, nationality, socioeconomic status, and age-level characteristics, and their impact on educational planning.	Learning Probe 3	Essay #3	Cultural Competence Assignment Journal Reflections #1, #5, #12, #13
Content Mastery and Best Practices INTASC Principles 2, 4, and 6	(4). Apply the principles of learning & applied behavior analysis, social constructivism, and human development to educational settings.	Learning Probe 2	Essay #4 Essay 33	Journal Reflection #3
Content Mastery and Best Practices INTASC Principles 2, 4, and 6	(5). Compare and contrast behavioral, humanistic, cognitive and social learning points of view to motivating hard-to-reach students.	Learning Probe 2	Essay #2 Essay #4	Journal Reflection #3

INTASC Principles, NETS, Center for Education Themes	Learning Objectives	Assessment Tasks		
Content Mastery and Best Practices INTASC Principles 2, 4, and 6	(6). Utilize the principles of intrinsic and extrinsic motivation to instructional and classroom management.	Learning Probe 3	Essay #4	Journal Reflections #7 and #8
Best Practices INTASC Principles 5 and 6	(7). Engage in pedagogical discourse on the theoretical underpinnings, empirical investigations, and practical applications on educational resilience.	Learning Probes 1 & 3	Essay #3	Journal Reflection #9
Best Practices and Diversity INTASC Principles 2, 5, 6, and 7	(8). Integrate theoretical knowledge with practical applications on risk factors for children and adolescents with disabilities and disorders.	Learning Probe 3	Essay #3	Journal Reflections #5, #7, #11, #15 Pre-& Post Journal Reflections
Best Practices and Diversity INTASC Principles 2, 5, 6, 7, 9, and 10 NETS 2, 3	(9). Develop cultural sensitive strategies to promote educational resilience for children and adolescents placed at-risk with and without disabilities.	Learning Probe 3	Essay #3	Journal Reflections #5, #7, #10, #11, #15 Pre-&Post Journal Reflections
Professionalism INTASC Principles 3, 4, 5, 6, 7, 9 and 10 NETS 2, 3	(10). Implement scientific reasoning and methods into the classroom via modifying goals and objectives based on your scientific and self-reflective evaluations.	Learning Probe 3		Journal Reflections #1, #6, #7, #10, #11, #13, #14, & #15

INTASC Principles: For details, see http://www.ccsso.org-content-pdfs-corestrd.pdf
Principle #1: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students
Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner
Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally
Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

National Educational Technology Standards

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom. For details, see http://cnets.iste.org/teachers/t_stands.html

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- a. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
- b. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- a. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- b. apply current research on teaching and learning with technology when planning learning environments and experiences.
- c. identify and locate technology resources and evaluate them for accuracy and suitability.
- d. plan for the management of technology resources within the context of learning activities.
- e. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- a. facilitate technology-enhanced experiences that address content standards and student technology standards.
- b. use technology to support learner-centered strategies that address the diverse needs of students.
- c. apply technology to develop students' higher order skills and creativity.
- d. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- a. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

- b. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- c. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- a. use technology resources to engage in ongoing professional development and lifelong learning.
- b. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- c. apply technology to increase productivity.
- d. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- a. model and teach legal and ethical practice related to technology use.
- b. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- c. identify and use technology resources that affirm diversity
- d. promote safe and healthy use of technology resources.
- e. facilitate equitable access to technology resources for all students.

Fulfillment of INTASC/NETS Within the Five Themes

To become *knowledgeable and reflective practitioners*, candidates in the early childhood and elementary education programs develop a solid grounding in content, applied knowledge of best practices and technology, an appreciation of the benefits of diversity, and a sense of what it means to be a professional. Teacher candidates must demonstrate the knowledge, skills, and dispositions inherent in each of these themes. The knowledge, skills, and dispositions are based on the INTASC Principles and NETS standards, which are embedded in Widener University’s Conceptual Framework.

	INTASC Principles	Assessment Checkpoints and Data Sources
Content Mastery	<p>Knowledge – Teacher candidates will know and understand:</p> <ul style="list-style-type: none"> • The academic disciplines that he/she will teach • Learning and developmental theory • Individual and group motivation theory <p>Skills - Teacher candidates will use:</p> <ul style="list-style-type: none"> • Effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom <p>Dispositions – Teacher candidates will value:</p> <ul style="list-style-type: none"> • Multiple perspectives on content of the disciplines; developmental and teaching/learning theory; Connections of the disciplines to everyday life • Learning environments that encourage positive social interaction, active engagement in learning and self-motivation • Many modes of communication in the classroom 	INTASC 1, 2, 5, 6
Best Practices	<p>Knowledge - Teacher candidates will know and understand:</p> <ul style="list-style-type: none"> • A variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills • Characteristics and uses, advantages and limitations of different types of assessment for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development • The characteristics of a reflective practitioner <p>Skills - Teacher candidates will use:</p> <ul style="list-style-type: none"> • Alternative teaching strategies and materials to achieve learning goals • Instructional planning based on 	INTASC 4, 7, 8, 9

	<p>knowledge of subject matter, students, the community, and curriculum goals</p> <ul style="list-style-type: none"> • Formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the learner • Reflection in evaluating the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally <p>Dispositions – Teacher candidates will value:</p> <ul style="list-style-type: none"> • Flexibility and reciprocity in the planning process • Ongoing assessment as a means of identifying student strengths and promoting student growth • The practice of reflection as a means of self-improvement 	
Technology	<p>Knowledge - Teacher candidates will know and understand:</p> <ul style="list-style-type: none"> • The nature of technology systems <p>Skills - Teacher candidates will use:</p> <ul style="list-style-type: none"> • Technology proficiently • Effective learning experiences supported by technology • Curriculum plans that include methods and strategies for applying technology to maximize student learning • Technology to facilitate a variety of effective assessment and evaluation strategies • Technology to enhance their productivity and professional practice <p>Dispositions – Teacher candidates will value:</p> <ul style="list-style-type: none"> • The social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice 	NETS 1, 2, 3, 4, 6
Diversity	<p>Knowledge - Teacher candidates will know and understand:</p> <ul style="list-style-type: none"> • Expected developmental progressions and ranges of individual variation within each domain • How learners differ in their approaches to learning • How cultural and gender differences can affect communication in the classroom <p>Skills - Teacher candidates will use:</p> <ul style="list-style-type: none"> • Instructional approaches that are appropriate to students’ stages of development, learning styles, strengths, and needs 	INTASC 2, 3, 6, 8

	<ul style="list-style-type: none"> • Assessment and diagnostic instruments based on individual needs <p>Dispositions – Teacher candidates will value:</p> <ul style="list-style-type: none"> • Variation as a source of information to promote individual learner’s growth • Flexibility in planning and selection of assessment practices that address individual needs 	
Professionalism	<p>Knowledge - Teacher candidates will know and understand:</p> <ul style="list-style-type: none"> • The concept of reflective practitioner as one who evaluates the effect of his/her choices and actions on others and who seeks out opportunities to grow professionally • Relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being <p>Skills - Teacher candidates will use:</p> <ul style="list-style-type: none"> • Professional literature, colleagues, and other resources to support his/her development as a learner and a teacher • Collegial activities and community resources designed to make the entire school a productive learning environment • Technology to enhance professional practice and productivity <p>Dispositions – Teacher candidates will value:</p> <ul style="list-style-type: none"> • Professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues • Consultation with other professionals as a means to improve overall learning environment for students (Student advocacy); The importance of communication with support personnel for improving any child’s situation 	INTASC 9, 10; NETS 5

