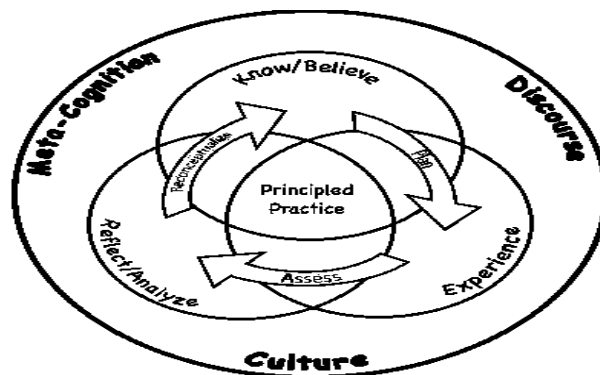


EDU 330: Developmental and Educational Psychology
Course Syllabus
Fall 2019

Professor:	Dr. Daniel C. Moos Office: (507) 933-7448 Email: dmoos@gustavus.edu
Class:	Tuesday & Thursday (Anderson) 10:30 – 12:20 <i>(unless otherwise noted in syllabus)</i>
Fridays in the Field/ Wednesdays in the Workplace	Once a week (Fridays or Wednesdays) Observation times to be discussed
Office Hours:	Mondays: 1:30 - 2:30 Tuesdays and Thursdays: 12:30 – 1:30 Contact the professor to arrange alternative times

Conceptual Framework:

The conceptual framework underlying our program represents an experiential and reflective model that leads to a principled approach to teaching. This cycle applies to a process that continuously changes through experience, reflection, and beliefs.



Homework readings, videos, and assessments:

- There is **NO** required Textbook for this course
- Homework (readings, videos, and homework assessments) is accessed from the below website. Click “Current Course”, “Educational Psychology” and then scroll down to “Class homework reading/video and powerpoints.”

Website:

Students can access class material (including the syllabus, videos, review guides for quizzes, and overview for assignments) from the course website: <http://dmoos82.wix.com/dmoos>

Course Overview

Educational Psychology is a study of prenatal, child, and adolescent development and the principles of psychology as they relate to teaching and learning. The course examines the principles and stages of human development prior to adulthood, as well as their educational implications. Emphasis is also placed on learning theory and design of instruction through identification of learning outcomes, effective teaching strategies, and assessment procedures.

Why Study Educational Psychology?

“As to the methods there may be a million and then some, but principles are few. The person who grasps principles can successfully select his or her own methods. The person who tries methods, ignoring principles, is sure to have trouble.”

– Ralph Waldo Emerson (1803-1882)

This course addresses the following three broad questions¹:

(1) How Do Students Think and Learn?

Principle 1: Students’ cognitive development and learning are not limited by general stages of development.

Principle 2: Students’ beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

Principle 3: What students already know affects their learning.

Principle 4: Acquiring long-term knowledge and skill is largely dependent on practice.

Principle 5: Students’ self-regulation assists learning, and self-regulatory skills can be taught.

Principle 6: Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.

(2) What Motivates Students?

Principle 1: Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

Principle 2: Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Principle 3: Teachers’ expectations about their students affect students’ opportunities to learn, their motivation, and their learning outcomes.

(3) How to Assess Student Progress?

Principle 1: Formative and summative assessments are both important and useful but require different approaches and interpretations.

Principle 2: Students’ skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Principle 3: Making sense of assessment data depends on clear, appropriate, and fair interpretation.

This course also supports:

- *Development of self-regulation through classroom activities and assigned work outside of the class*
- *The College’s Institutional Student Learning Outcomes, which are available online:*

<https://gustavus.edu/committees/Assessment/StudentLearningOutcomes.php>

Course Policies

Assignments & Quizzes:

Assignments will be accepted in hard copy at the beginning of the class on the assigned due date. Email submission will not be accepted, unless arrangements are made with the professor prior to the assignment deadline. Assignments will be automatically marked down ten percentage points for each weekday that they are handed in late. Make-up quizzes will be given at the discretion of the professor.

Academic Integrity:

It is assumed that all students understand the consequences of academic dishonesty at Gustavus Adolphus College. Full descriptions of the Academic Honesty Policy and the Honor Code can be found in the catalogue on the web at: http://gustavus.edu/academics/general_catalog/current/index.cfm?pr=acainfo

¹ American Psychological Association (APA) Coalition for Psychology in Schools and Education: Top 20 Principles From Psychology for PreK-12 Teaching and Learning

Email

Email is an official means for communication at Gustavus Adolphus College. It is expected that you check your Gustavus email at least once every day during the semester.

Attendance

This course follows the Education Department Attendance Policy

Teachers are expected to be on time, ready for class each day and to fully participate in all school and faculty events. In preparation for this key professional disposition, the Education Department has an attendance policy that reflects these expectations. This policy is also based on the fact that class discussion, engagement and peer interaction cannot be replicated in any make-up assignment. This policy actualizes the Education Department Professionalism Statement by the following:

(1) Cumulative absences equaling 15% or more of scheduled class meetings will result in a lowering of the grade by one letter grade. Cumulative absences equaling 25% or more of scheduled class meetings will result in a D grade. This will require a retake to remain in the education program. Excused absences are those that come with written documentation. Illness excuses must be communicated to the instructor at least one half hour prior to the start of the class period. Extenuating circumstances MAY be considered by the instructor.

(2) Five or more late entrances into class (for one hour classes) and two or more late entrances (for longer classes) will result in a decrease of the final grade by one letter grade.

(3) Absences from any **practicum requirement** for this course without prior contact (at least a half hour prior to the start of the placement experience) with the instructor and the placement teacher will result in a decrease in the final grade by one letter grade. In addition, more than one excused absence must be made up by the student on the student's own time, with a signed statement from the placement teacher attesting to the additional visit(s), returned to the course instructor.

Course Support

Accessibility Services

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability, or you think you may have a disability of any nature (e.g., mental health, attentional, learning, chronic health, sensory, or physical) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Accessibility Resources staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Accessibility Resources as early as possible. Accessibility Resources (<https://gustavus.edu/advising/disability/>) is located in the Center for Academic Resources and Enhancement. Accessibility Resources Coordinator, Kelly Karstad, (kkarstad@gustavus.edu or x7138), can provide further information.

Help for Multilingual Students

Support for English learners and multilingual students is available through the Center for Academic Resources and Enhancement's Multilingual Learner Tutor (<https://gustavus.edu/advising/>). The MLL tutor can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. When requested, the MLL tutor can consult with faculty regarding effective classroom strategies for English learners and multilingual students. If requested, the MLL tutor can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center (<https://gustavus.edu/writingcenter/>).

Mental Wellbeing

The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student's academic performance or reduce a student's ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.

Research Help

Students can always get help with research at the library. Reference librarians will help find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Drop-ins and appointments are both welcome. Visit https://gustavus.edu/library/reference_question.php for hours, location, and more information.

Gustavus Adolphus College Honor Code

The faculty of Gustavus Adolphus College expects all students to adhere to the highest standards of academic honesty and to refrain from any action that impinges upon academic freedom of other members of the college community. In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source. In the case of cheating or plagiarism, the instructor will inform the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted. Another instance of academic dishonesty will result in review of the student's record by the probation committee and may result in the student being placed on academic probation. If a pattern of academic dishonesty continues, the student may be permanently dismissed from the College. A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work had been submitted in a previous semester. The faculty regards the damaging of library materials and failing to sign out or to return them properly, and the misuse of computer files and programs, as equally serious violations of the ethical standards of courtesy, fairness, and honesty that bind together a community of scholars. Individuals who use the College's computer facilities assume the responsibility of seeing that these resources are used in an appropriate manner. Misuse of computer hardware, software, data, and output is a violation of College policy and regulations and may also be a violation of law if data of other computer users are disturbed or the privacy of individuals is violated. In order to maintain classrooms as places for the respectful exchange of ideas, and to preserve the integrity of a community of scholars, audio or video recording and dissemination of course-related content require the express permission of the individual faculty member who will also respond to infractions as necessary. Recording as a disability accommodation (without dissemination) is coordinated by the Center for Academic Resources and Enhancement. Finally, students who serve the College in positions of responsibility in which they deal with test materials, letters of recommendation, and other matters that must be held in confidence are expected to maintain confidentiality and to adhere to the same high standards of personal integrity.

Title IX: Sexual Misconduct Prevention and Resources

Gustavus Adolphus College recognizes the dignity of all individuals and promotes respect for all people. As such, we are committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available; you can learn more online at <https://gustavus.edu/titleix/>. Please know that if you choose to confide in me, I am mandated by the College to report to the Title IX Coordinator, because Gustavus and I want to be sure you are connected with all the support the College can offer. Although it is encouraged, you are not required to respond to outreach from the College if you do not want to. You may speak to someone confidentially by contacting the Sexual Assault Response Team (SART/CADA), Chaplains, Counseling Center, or Health Service staff; conversations with these individuals can be kept strictly confidential. SART/CADA can be reached 24 hours a day at 507-933-6868. You can also make a report yourself, including an anonymous report, through the form at <https://gustavus.edu/titleix/>.

Course Assignments

Thought Question (5%): Throughout the semester

These questions are designed facilitate thinking that extends beyond the information provided in the homework. Please turn in your thought questions immediately prior to the class (see the syllabus for your assigned date). The professor will provide the first thought question so students have a model for the expected format.

Quizzes (25%)

This course covers diverse topics related to Educational and Developmental Psychology. The quizzes provide an opportunity to review and apply relevant material. The format for each quiz will be discussed prior to the examination date.

Critical Thinking Assignment (20%): Rough Draft: November 27; Final Draft: December 13

Students have the opportunity to identify a question they find interesting and critically explore divergent perspectives on the question. Assignments produced by prior students are linked on the professor's website. Detailed directions and the rubric will be provided during the semester.

Wednesdays in the Workplace Reflections (15%)

These weekly classroom observations provide opportunities for students to apply course content to authentic classroom environments. The professor will post weekly questions on Moodle (EDU 330).

One of the observations and reflections will meet Standard 5A, E & F (Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help student become self-motivated). Additionally, one of the EDU 330 in-class activities provides students with the opportunity to analyze a lesson plan and its assessment(s). This activity meets **Standard 10F** (understand data practices).

Reaction Papers & Assignments (10%)

These assessments provide students with a structured opportunity to prepare for class discussions. The assessment prompts and rubrics can be accessed on the class website.

Final Application (15%): To Be Announced

The Final Application provides the students with an opportunity to meaningfully apply key concepts discussed throughout the semester. Details for this assignment, which will serve as the "final exam" will be provided at the end of the semester.

Class Participation (10%):

Active participation contributes to your own learning and also to learning of others. In order to prepare for active and meaningful class participation, consider the following questions before each class: *Am I prepared for class? Do I engage the homework and thoughtfully respond to questions? Do I demonstrate signs of listening carefully? Do I ask questions about the concepts? Do I take the risk of engaging in dialogue by asking questions when confused and demonstrate a willingness to reformulate my perspective?*

Summary of Assignment

Assignment:	Percentage of Final Grade:
Thought Questions	5%
Quizzes	25%
Class Participation	10%
Critical Thinking Assignment	20%
Wednesdays in the Workplace reflections	15%
Reaction Papers	10%
Final Application	15%

Grading System

Grading System							
A	100-93	B+	89-87	C+	79-77	D+	69-67
A-	92-90	B	86-83	C	76-73	D	66-63
		B-	82-80	C-	72-70	D-	62-60
F: 59-0							

Course Schedule

(1) Schedule subject to change; (2) Schedule does **not** include Wednesdays in the Workplace (see Moodle for EDU 330)

Class #	Date:	Class Topics	Readings/Assignment due
1	T (Sept 3)	Introduction	
2	Th (Sept 5)	Self-Regulated Learning Thought Questions: Professor (as an example)	Articles
3	T (Sept 10)	Constructivism	Articles, video & Reaction Paper
4	Th (Sept 12)	Promoting Conceptual Change/ Concept Attainment Thought Questions: Sam W., Trajan G., Nora M., Kelly M.	Article & Video
5	T (Sept 17)	Information Processing Theory	Nothing due
6	Th (Sept 19)	Metacognition	Article, video, & Reaction Paper
	T (Sept 24)	No Class: Nobel Conference	
7	Th (Sept 26)	Quiz 1: Information Processing Theory & Metacognition <i>Introduction to Developmental Differences</i>	Review: Quiz #1
8	T (Oct 1)	Cognitive Development (Piaget) <i>Introduction to Critical Thinking Assignment</i> Thought Questions: Kylie A., Ellie C., Annie F., Aly G., Abigail H.	Article
9	Th (Oct 3)	Age-Level Characteristics, including morality and personality	Article
10	T (Oct 8)	Cognitive Development (Vygotsky) Thought Questions: Lily B., Ethan D., Emily H., Nathan T.	Article & video
11	Th (Oct 10)	Quiz 2: Cognitive Development & Age-Level Characteristics <i>Introduction to Intelligence, Critical Thinking Assignment & SRL check-in</i>	Review: Quiz #2

	Class # Date:	Class Topics	Readings/Assignment due
12	T (Oct 15)	Intelligence Theories Thought Questions: Eric C., Madi E. Emily P., Bethany T.	Articles & videos
13	Th (Oct 17)	Growth vs. fixed mindset views of intelligence	Articles & video
	T (Oct 22)	No Class: Fall Break	
	Th (Oct 24)	No Class: Professor attending MACTE conference	
14	T (Oct 29)	“Learning Styles” (Do they really exist?)	Articles, video & Reaction Paper
15	Th (Oct 31)	Quiz 3: Intelligence, growth/fixed mindsets, “learning styles” <i>Introduction and preparation for experiential activity</i>	Review: Quiz #3
16	T (Nov 5)	<i>Critical Thinking and/or Experiential Worktime</i> <i>Individual meetings with professor</i>	Reaction Paper
17	Th (Nov 7)	Experiential Activity #1	Experiential Activity
18	T (Nov 12)	Experiential Activity #2	Experiential Activity
19	Th (Nov 14)	Experiential Activity Debrief & Class Review Thought Question (motivating students): Liz K., Oliva, L., Halle P., Andrew S.	Reaction Paper for Experiential Activity
20	T (Nov 19)	Intrinsic vs. Extrinsic Motivation Thought Questions: Mikayla K., Jorge P., Breanna S., Nathan T.	Articles
	Th (Nov 21)	No Class: Thanksgiving break	

Class #	Date:	Class Topics	Readings/Assignment due
21	T (Nov 26)	Additional Theories of Motivation Peer Feedback on Critical Thinking Assignment provided during class/work time	Critical Thinking Assignment: Rough Draft
22	Th (Nov 28)	Classroom Assessment Thought Questions: Jocelyn J., Thomas P., Alex S. Emma F.	Articles
23	T (Dec 3)	Using Data to Inform Instructional Practices In-class activity: Standard 10F (<i>understand data practices</i>)	Article & Video
24	Th (Dec 5)	Topic: To Be Announced (topic of interest generated by class) Critical Thinking Work day SRL check-in	Nothing due
25	T (Dec 10)	Share Critical Thinking Assignments Work on Standard 5 (motivation) & Standard 10 (data practices)	Critical Thinking Assignment: Final Draft
26	Th (Dec 12)	Final application guide administered End of Semester Feedback	Complete/submit Standards 5f/10f (TaskStream)

Final Application (final exam): Date To Be Announced
(Assigned Final Date & Time for EDU 330)

Gustavus Education Department Policy Regarding Syllabi:

A syllabus for a course is a contract with expectations for students enrolled in the class. Changes of due dates or expectations may only be negotiated between the *entire class* and the instructor. As an individual intending to work in schools as an educator, it is important to recognize the contractual nature of a syllabus. Due dates are final, and work is expected to be completed on time. All course expectations, as defined in the syllabus, are to be met by the student, with work to be documented and/or evaluated by the instructor and results reflected in student grades. Failure to meet the deadlines specified in the syllabus (except in emergency situations or extreme situations which have been discussed with the instructor early in the semester) identifies the individual as someone who is not able to meet the professional responsibilities of the teaching profession. Therefore, any such breach of contract may be cause for dismissal from the education departments

Standards met by EDU 330: Developmental and Educational Psychology

Standard: .E.7 : - the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of how to connect students' schooling experiences with everyday life through readings and discussions related to Constructivism and the Conceptual Change Model. This standard is assessed through a Wednesdays in the Workplace Reflection (Constructivism is used as theoretical lens to understand students' schooling experiences).

Standard: 3.C.2 : understand the importance of building student schema and metacognition in comprehending new information at higher levels of thinking;

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of building student schema and metacognition through reading and discussions on the Information Processing Theory, Metacognition, and Constructivism. This standard is assessed through the final application (modification of a lesson plan to address issues related to metacognition and building off student schema).

Standard: 3.A.2 : the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents 3

Learning Opportunity and Assessment Activity description Teacher candidates develop an understanding of principles relevant to the physical, social, emotional, moral, and cognitive development through discussions on Cognitive Development (Piaget and Vygotsky), moral development (Kohlberg), Age related differences (physical, social, and emotional) through readings and discussion. This standard is assessed through the first quiz.

Standard: 3.E.6 : the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability

Learning Opportunity and Assessment Activity description: Teacher candidates develop the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability through a reading and discussion of these two concepts. This standard is assessed through the final application (modification and/or addition of an assessment in a lesson plan with a rationale of its validity and reliability)

Standard: 3A. - understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning

Learning Opportunity and Assessment Activity description:

Teacher candidates develop an understanding of how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning through reading and discussions on: Constructivism, Cognitive Development Theories (Vygotsky and Piaget), Information Processing Theory (including self-regulated learning). Readings and discussions include application of theoretical assumptions. This standard is assessed through Quiz #2 and the first Wednesday in the Workplace observation and reflection.

Standard: 3B. - understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions

Learning Opportunity and Assessment Activity description:

Teacher candidates develop an understanding of a student's physical, social, emotional, moral, and cognitive development influence learning through discussions on Cognitive Development (Piaget and Vygotsky), moral development (Kohlberg), Age related differences (physical, social, and emotional) through readings and discussion. Reading and discussions include instructional implications of the theoretical assumptions. This standard is assessed through Quiz #1.

Standard: 3C. - understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains through readings and discussion. Reading and discussions include instructional implications of the theoretical assumptions. This standard is assessed through Thought Question #1 and Quiz #1.

Standard 4A. - understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning through readings and discussion on theories of intelligence (Gardner and Sternberg; Growth/fixed mindsets) and attributions. This standard is assessed on quiz #2.

Standard: 5B. - understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated

Learning Opportunity and Assessment Activity description:

Teacher candidates develop an understanding of the cognitive processes associated with various kinds of learning and how these processes can be stimulated through readings and discussions related to Constructivist theories (Vygotsky and Piaget). The standard is assessed on quiz #1.

Standard: 5D. - nurture the development of student critical thinking, independent problem solving, and performance capabilities

Learning Opportunity and Assessment Activity description:

Teacher candidates develop an understanding of how to nurture the development of student critical thinking, independent problem solving, and performance capability through readings and discussions related to concept attainment and self-regulated learning. This standard is assessed on the final application.

Standard: 6A. - understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work through readings and discussions related to the following motivation theories: Self-Determination Theory, Humanistic Theory, and Expectancy x Value. This standard is assessed through a Wednesday in the Workplace observation and reflection on motivation theories.

Standard: 6F. - know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of factors and situations that are likely to promote or diminish intrinsic motivation through discussions related to the Self-Determination theory (which subsumes intrinsic and extrinsic motivation). This standard is assessed through a Wednesday in the Workplace observation and reflection on motivation theories.

Standard: 6J. - recognize the relationship of intrinsic motivation to student lifelong growth and learning

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of the relationship between intrinsic motivation and student lifelong growth and learning through discussions related to the Humanistic Theory of motivation. This standard is assessed through a Wednesday in the Workplace observation and reflection on motivation theories.

Standard: 6K. - use different motivational strategies that are likely to encourage continuous development of individual learner abilities

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of how to use different motivational strategies that are likely to encourage continuous development of individual learner abilities through readings and discussions related to the application of motivation theories, including Self-Determination Theory, Humanistic Theory, and Expectancy x Value. This standard is assessed through the final application, in which teacher candidates modify a lesson plan (including motivation strategies).

Standard: 8A. - understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals through application of various learning theories (i.e. Information Processing Theory, Constructivism, Intelligence theories) on lesson plan design. This standard is assessed through the final application (student critique a lesson plan, including modifications justified by the learning theory and content of the lesson plan)

Standard: 9B. - understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.

Learning Opportunity and Assessment Activity description: Teacher Candidates develop an understanding of the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work through readings and discussion on various assessments. This standard is assessed through the graded In-Class Assessment Activity.

Standard: 9D. - understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns

Learning Opportunity and Assessment Activity description: Teacher candidates develop the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability through a reading and discussion of these two concepts. This standard is assessed through the final application (modification and/or addition of an assessment in a lesson plan with a rationale of its validity and reliability)

Standard: 9F. - use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities

Learning Opportunity and Assessment Activity description: Teacher Candidates develop an understanding how to use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities through readings and discussions related to the “informed use of data and assessment.” This standard is assessed through the graded In-Class Assessment Activity.

Standard: 10D. - know major areas of research on teaching and of resources available for professional development

Learning Opportunity and Assessment Activity description: Teacher candidates develop an understanding of major areas of research on teaching and of resources available for professional development throughout the semester through the use of research studies for the three main topics (Cognition/Metacognition, Motivation, Assessment). This standard is assessed in the Critical Thinking Assignment.

Standard: 11F. - understand data practices

Learning Opportunity and Assessment Activity description: Teacher Candidates develop an understanding of data practices readings assigned for the “informed use of data and assessment” class. This standard is assessed through the graded In-Class Assessment Activity.

Standard 11B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

Learning Opportunity and Assessment Activity description: Teacher Candidates develop an understanding of how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning through readings and discussions related to Constructivism and Humanistic Theory of Motivation. This standard is assessed on Quiz #1 and the final application.
