**Standards met by EDU 330: Developmental and Educational Psychology**

***Note: Blank spaces = does not apply***

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| **Standard** | **Knowledge** | **Assessment** |
| 1B. understand how students’ conceptual frameworks and misconceptions for an area of knowledge can influence the student’s learning | Class discussions, class activities, readings, peer interactions, |  |
| 1D. Understand that subject matter knowledge is not a fixed body of facts, but is complex and ever developing | Class discussions, class activities, readings, peer interactions, |  |
| 1E. use multiple represents and explanations of subject matter concepts to capture key ideas and link them to students’ prior knowledge | Class discussions, class activities, readings, peer interactions | Quiz, final exam, classroom observations, thought questions, |
| 1F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject concepts | Class discussions, class activities, readings, peer interactions,  classroom observations |  |
| 1J. Design interdisplinary learning experiences that allow students to understand, analyze, interpret, and apply ideas from varied perspectives | Class discussions, class activities, readings, peer interactions, |  |
| 2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, critical thinking paper |
| 2B. 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; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 2C. 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; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 2 D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning; | Class discussions, class activities, readings, peer interactions, |  |
| 2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 3A 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 | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 3E Understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values | Class discussions, class activities, readings, peer interactions, |  |
| 3I Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success | Class discussions, class activities, readings, peer interactions, |  |
| 3K Identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs | Class discussions, class activities, readings, peer interactions, |  |
| 3L Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes | Class discussions, class activities, readings, peer interactions, |  |
| 3M Accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes | Class discussions, class activities, readings, peer interactions, |  |
| 3Q Develop a learning community in which individual differences are respected. | Class discussions, class activities, readings, peer interactions, |  |
| 4A Understand Minnesota’s academic (graduation) standards and how to implement them | Class discussions, class activities, readings, peer interactions, |  |
| 4B Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated. | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 4C Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies | Class discussions, class activities, readings, peer interactions, |  |
| 4D Nurture the development of student critical thinking, independent problem solving, and performance capabilities. | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 4E Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. | Class discussions, class activities, readings, peer interactions, |  |
| 4F Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests. | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 5A. 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 | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 5C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 5D. know how to help people work productively and cooperatively with each other in complex social settings; | Class discussions, class activities, readings, peer interactions, |  |
| 5E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom; | Class discussions, class activities, readings, peer interactions, |  |
| 5F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 5J. recognize the relationship of intrinsic motivation to student lifelong growth and learning; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 5K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 5M engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning; | Class discussions, class activities, readings, peer interactions, |  |
| 5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work | Class discussions, class activities, readings, peer interactions, |  |
| 6A. understand communication theory, language development, and the role of language in learning; | Class discussions, class activities, readings, peer interactions, |  |
| 6B. understand how cultural and gender differences can affect communication in the classroom; | Class discussions, class activities, readings, peer interactions, |  |
| 6C. understand the importance of nonverbal as well as verbal communication | Class discussions, class activities, readings, peer interactions, |  |
| 6D. know effective verbal, nonverbal, and media communication techniques; | Class discussions, class activities, readings, peer interactions, |  |
| 6E. understand the power of language for  fostering self-expression, identity development, and learning; | Class discussions, class activities, readings, peer interactions, |  |
| 6F. use effective listening techniques; | Class discussions, class activities, readings, peer interactions, |  |
| 6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 7A. understand learning theory, subject matter,  curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 7B. plan instruction using contextual considerations that bridge curriculum and student experiences; | Class discussions, class activities, readings, peer interactions, |  |
| 7C. plan instructional programs that accommodate individual student learning styles and performance modes; | Class discussions, class activities, readings, peer interactions, |  |
| 7E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress; | Class discussions, class activities, readings, peer interactions, |  |
| 7F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and | Class discussions, class activities, readings, peer interactions, |  |
| 8B. 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; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 8C. understand the purpose of and differences between assessment and evaluation | Class discussions, class activities, readings, peer interactions, |  |
| 8D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 8E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes; | Class discussions, class activities, readings, peer interactions, |  |
| 9C. understand the influences of the teacher's behavior on student growth and learning; | Class discussions, class activities, readings, peer interactions, |  |
| 9D. know major areas of research on teaching and of resources available for professional development; | Class discussions, class activities, readings, peer interactions, |  |
| 9F. understand the value of critical thinking and self-directed learning; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 9H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |
| 10B. 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; | Class discussions, class activities, readings, peer interactions, |  |
| 10D. understand the concept of addressing the needs of the whole learner; | Class discussions, class activities, readings, peer interactions, |  |
| 10F. understand data practices; | Class discussions, class activities, readings, peer interactions, | Quiz, final exam, classroom observations, thought questions, |