

## EDUC 302: Tentative Daily Schedule with MoSPE Standards – Fall 2015

We will focus on these standards throughout the entire class, as all your educational courses should!

### **Standard 8: Professionalism**

8QI.1: Self-Assessment and Improvement: Understands strategies for reflecting on teaching practices to refine their own instructional processes in order to promote the growth and learning of students.

8QI.3: Professional Rights, Responsibilities, and Ethical Practices: Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on self and classroom structure.

### **Standard 9: Professional Collaboration**

9QI.3: Cooperative Partnerships in Support of Student Learning: Recognizes the importance of developing relationships and cooperative partnerships with students, families, and community members to support students' learning and wellbeing.

### **Section One: Assessment**

**We will begin the course by looking at educational assessment and then continue with issues related to applied educational psychology. We will cover the following standards during this first section.**

### **Standard 3: Curriculum Implementation**

3QI1: Implementation of the Curriculum Standards: Understands the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards and is able to align them to learning outcomes.

3QI3: Instructional Goals and Differentiated Instructional Strategies: Knows and understands the concept of differentiated instruction for short and long-term instructional goal planning to address student needs in meeting curriculum objectives.

### **Standard 7: Student Assessment and Data Analysis**

7QI1: Effective Use of Assessments: Has knowledge of the development, use, and analysis of formal and informal assessments.

7QI2: Assessment Data to Improve Learning: Has knowledge of how data can be assessed, analyzed, and appropriately used to design instruction to improve learning activities.

7QI3: Student-Led Assessment Strategies: Describes, explains, and analyzes a variety of self and peer assessment strategies; understands the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals.

7QI4: Effect of Instruction on Individual/Class Learning: Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning and analysis, and the effect of class instruction on individual and whole class learning.

### **Section Two: Educational Psychology**

### **Standard 1: Content Knowledge Aligned With Appropriate Instruction**

1QI.2: Student Engagement in Subject Matter: Demonstrates content knowledge and the ability to use multiple subject specific methodologies to engage students.

1QI.5: Diverse Social and Cultural Perspectives: Demonstrates understanding of diverse cultural perspective by creating and implementing lessons to introduce those perspectives, while recognizing the potential for bias in his/her representation of the discipline.

## Standard 2: Student Learning, Growth, and Development

2QI.1: Cognitive, Social, Emotional, and Physical Development: Knows and identifies child/adolescent development stages and can apply them to students.

2QI.2: Student Goals: Demonstrates knowledge on how to assist students in setting short and long-term learning goals to organize their learning and self-reflect on their overall growth.

2QI.3: Theory of Learning: Applies knowledge of the theory of learning in all aspects of instructional design.

2QI.4: Differentiated Lesson Design: Recognizes diversity and the impact it has on education.

2QI.5: Prior Experiences, Multiple Intelligences, Strengths and Needs: Is able to plan lessons and learning activities to address student's prior experiences, multiple intelligences, strengths and needs to positively impact learning.

2QI.6: Language, Culture, Family, and Knowledge of Community Values: Demonstrates an understanding that instruction should be connected to student's prior experiences and family, culture, and community.

## Standard 3: Critical Thinking

3QI.1: Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking: Can demonstrate knowledge of research-based models of critical thinking and problem solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.

## Standard 5: Classroom Environment

5QI.1: Classroom Management Techniques: Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

5QI.3: Classroom, School, and Community Culture: Recognizes and identifies the influence of classroom, school, and community on student relationships and the impact on the classroom and environment.

## Standard 6: Effective Communication

6QI.2: Sensitivity to Culture, Gender, Intellectual, and Physical Differences: Develops sensitivity to differences in culture, gender, intellectual, and physical ability to classroom communication and in response to student communications.

Assignments/Assessments Categories Percentage of Total Score	Sample of Assessments
In Class Work & Assessments: 30%	Class Discussions/Group Work/Quizzes/Analyses/Activities
Formative Homework Assignments: 60%	Responses to Readings/Viewings – Various Developmental Lesson Plan Templates Authentic Assessment Creations Student/Parent/Teacher (Classroom) Materials
Summative Assessment: 10%	WEBSITE WITH ALL REQUIRED ENTRIES AND FORMATTING

**The professor reserves the right to change, add, or delete assignments throughout the semester. All alterations will be announced in a timely manner.**

**I will assign specific assessments throughout the semester rather than all at the beginning in order to be flexible and responsive to your needs. You will need to bring your calendar/schedule with you to every class! ☺**

Drury is a paper-less 'campus (meaning we are charged with using as little paper as possible). We will not be using a textbook in this course. Students will be responsible for bringing all materials to class. You may either (1) download the materials on a device and bring the device to class – if you choose this option, make sure you can get to the materials very quickly if we need to go through them in class; or (2) make physical copies of the materials. I will specify exactly which materials you need to bring to class.

Please check the class Blackboard site once daily at minimum. We also have a class Facebook site with wonderful current resources that will be helpful to you as a student now and an educator later! Try and check this site once daily as well and leave comments.

## **AUGUST**

### **SECTION ONE – LESSON PLANNING & STUDENT ASSESSMENT**

WEEK ONE: Introduction to the course

W. 19 Introduction to Class

WEEK TWO: Lesson Planning

M. 24 Lesson Plan Templates – Elements and Comparisons

W. 26 Lesson Plan Templates – Elements and Comparisons

WEEK THREE: Student Learning Standards & Skills

M. 31 National and State Standards – Missouri Learning Goals & Century 21 Skills

## **SEPTEMBER**

W. 2 National and State Standards – Missouri Learning Goals & Century 21 Skills

WEEK FOUR: Learning Taxonomies

M. 7 LABOR DAY – NO CLASS

W. 9 Taxonomies of Learning – Bloom's and Objectives

### **WEEKS FIVE - SIX: ASSESSMENT**

Includes discussion of psychological topics: differentiation/scaffolding/motivation/relevance/interest/critical thinking/mastery learning/

Includes discussion of assessment topics: formative v. summative assessments/subjective v. objective assessments/authentic assessments (including project based)/rubrics

WEEK FIVE:

M. 14 Types of Student Assessment (Strategies & Tools) – An Overview

W. 16 Types of Student Assessment (Strategies & Tools) – An Overview

WEEK SIX:

- M. 21           Types of Student Assessment (Strategies & Tools) – An Overview  
W. 23           Types of Student Assessment (Strategies & Tools) – An Overview

**SECTION TWO – EDUCATIONAL PSYCHOLOGY**

WEEK SEVEN: Review of Theorists – Piaget/Vygotsky/Erikson/Marcia

- M. 28           Review of Cognitive Theorists – Vygotsky & Piaget  
W. 30           Review of Socio-emotional Theorists – Erikson & Marcia

**OCTOBER**

- F. 2           **Midterm Grades Due**

WEEK EIGHT: Student Diversity: Bronfrenbrenner – Influences

- M. 5           Bronfrenbrenner – Risk and Resiliency  
W. 7           Bronfrenbrenner – Risk and Resiliency

WEEKS NINE – TEN: Motivation Theory

**Motivation Theory** Maslow, Lavoie, Expectancy Theory, Relevance, Meaning, Scaffolding, Attribution Theory, Learned Helplessness, Teacher Expectations, Anxiety, Intrinsic and Extrinsic Motivation, Praise

WEEK NINE:

- M. 12 (BB)    Motivation Theory – Lavoie  
W. 14           Motivation Theory – Lavoie

WEEK TEN:

- M. 19           Motivation Theory – General  
W. 21           Motivation Theory – Maslow

WEEK ELEVEN: Observational Learning/Modeling/Self-Regulation

- M. 26           Bandura – Observational Learning and Self-Regulation  
W. 28           Bandura – Observational Learning & Self-Regulation

## NOVEMBER

### WEEK TWELVE:

M. 2            Sousa – Brain Research

W. 4            Sousa – Brain Research

### WEEK THIRTEEN:

M. 9            Metacognition, Study Skills, Homework

W. 11           Metacognition, Study Skills, Homework

F. 13           LAST DAY TO DROP

WEEKS FOURTEEN – FIFTEEN: STUDENT CENTERED LEARNING ENVIRONMENTS: Constructivism, Cooperative Learning, Grouping, Problem Solving, Creativity, Engagement, Involvement, Personalized Learning

### WEEK FOURTEEN:

M. 16           Student Centered Classrooms

W. 18           Student Centered Classrooms

### WEEK FIFTEEN:

M. 23           Student Centered Classrooms – BB Supported

W. 25           THANKSGIVING BREAK – NO CLASS ☺

### WEEK SIXTEEN:

M. 30           Work Day – Final Project (Website)

## DECEMBER

W. 2            Peer Critiques – Websites

F. 4            Websites Due – 1:00 pm – no late submissions will be accepted under any circumstances ☺

### WEEK SEVENTEEN – FINALS WEEK

M. 7 – F. 11    FINAL EXAMS

M. 14           FINAL GRADES DUE