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Fall 9-1-2021

### EDU 221.01: Educational Psychology and Measurements

Erin O'Reilly

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**EDU 221**  
**Educational Psychology and Measurements**  
**Fall Semester 2021**

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**Instructor Information**

**Instructor:** Erin O'Reilly, M.Ed.

**Meeting Days:** Wednesday

**Building:** College of Education

**Office:** 222

**Meeting Time:** 4:00 – 6:50pm

**Room:** 314

**Email:** [erin.oreilly@mso.umt.edu](mailto:erin.oreilly@mso.umt.edu)

**Cell Phone:** (406) 370-9661

**About me:** <https://about.me/mserinoreilly>

**Office Information:**

We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, activities, discussion prompts, or assignments, encounter issues or concerns or need to meet with me for any other reason - please set up an appointment with me. I am always willing to arrange a mutually convenient time and place to meet. This might include a scheduled call, video conferencing, or meeting in person. Feel free to email, call or text me.

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**Land Acknowledgement**

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

**The University of Montana Mission Statement**

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

**The University of Montana Commitment to Our Values**

We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

**The University of Montana Commitment to Diversity, Equity, and Inclusion**

The University of Montana values leadership, engagement, diversity, and sustainability, because our institution is committed to respect, welcome, encourage, and celebrate the differences among us.

As members of the University of Montana community, we aspire to:

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

## **College of Education Mission Statement**

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

## **Course Description**

This course will examine the psychology and neuroscience of education as it applies to classroom teaching. Learning and motivation as well as developmental theories of behavior and cognition will be studied. We will also analyze various instructional and assessment methods in relation to different classroom environments. Admission to the secondary teacher education program is required for enrollment in this course.

## **Course Objectives**

Participants in this course will be able to:

- Describe how the interaction of internal and external processes related to student learning and development;
- Define components of learning and developmental theories of cognition and behavior;
- Critically analyze the influence of various teaching methodologies on learning outcomes for all learners;
- Identify the dynamics of the different types of classroom assessments;
- Utilize principles of motivation while applying appropriate pedagogical and assessment techniques in the construction of classroom lessons.

## **Instructional Methods**

This course will utilize a variety of instructional methods to promote individual personal and professional growth and to advance group interactions with all participants. Methods will include large class discussions, reflective and synthesis writing, problem-solving case study activities, learning stations, presentations, individual/group work, multi-media, and independent reading. Computer technology will be used in the class.

## **Conduct in Discussion and Collaboration**

As future education professionals, it is expected that you will conduct yourself with the highest professionalism in our online learning environment.

**Elements of Our Learning Environment** that we will promote and foster during our time together:

- Equitable Learning
- Inclusion
- High Expectations
- Supportive Learning
- Active Learning
- Frequent Progress Monitoring and Meaningful Feedback
- Well-Managed Learning
- Digital Learning

To develop the elements of our learning environment we will follow our **Collaborative Norms**.

- Equity of Voice
- Active Listening
- Active Learning
- Respect for all Perspectives, Opinions, and Ideas
- Follow all Classroom Expectations and Guidelines
- Be Timely

## Required Text

Slavin, R. (2018). *Educational psychology: Theory and practice (12<sup>th</sup> Edition)*.

You could also order the 13<sup>th</sup> edition if you choose to use the newest edition.

All other required readings will be made available on Moodle.

## Grading Policy

This course awards letter grades at the end of the semester as determined by the scale included in this syllabus. With consent of instructor and advisor, students may change the grading option to credit/no credit per university policy and in accordance with the semester deadlines outlined by the Registrar's Office.

## Grading Scale

A	92% - 100%	"A" grades are indicative of superior work that entails original, creative thought in completing the course requirements. An A is difficult to earn.
A-	90% - 91.9%	

B+	88% - 89.9%	"B" grades signify work that is above average, but that may not be particularly original in fulfilling the course requirements.
B	82% - 87.9%	
B-	80% - 81.9%	

C+	78% - 79.9%	"C" grades indicate that the course requirements have been met through average work.
C	72% - 77.9%	
C-	70% - 71.9%	

D+	68% - 69.9%	"D" grades signify that the minimum course requirements have not been fully met, including written assignments, preparation for and participation in class, and attendance.
D	62% - 67.9%	
D-	60% - 61.9%	

F	0% - 59.9%	An "F" indicates that the minimum course requirements were not met.
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## Token Policy

In this class, you will have two **tokens** that you may use: 1) to revise and resubmit a writing assignment or 2) for a 24-hour extension on a deadline. Use your tokens wisely.

## Late Assignment Policy

You are expected to meet each due date listed on the course syllabus. Failure to do so will affect your final grade in this course. If you cannot meet a course deadline, it is your responsibility to discuss this with me in advance of the due date. Assignments will be turned in via Moodle.

**Late work** will generally not be accepted unless a token is used. Extensions will occasionally be granted for extenuating circumstances that are documented and brought to my attention in a timely manner.

## Course Assessments

Assignment	% of Grade
Attendance & Participation	15%
Quizzes	30%

Team Lesson	12.5%
Educational Autobiography	12.5%
Small Group Lesson	15%
Final Exam	15%
Total	100%

\*I will provide you with a description and rubric for each of these assignments.

### Attendance

As a member of a learning community, your presence is valued, valuable, and necessary. When you are not present in class, you limit not only your own learning, but also your contributions to the learning of your classmates. For these reasons, class attendance is highly encouraged and expected. You are expected to participate fully in discussions and class activities.

Ideally, you will be able to attend class in person. **However, if you are unable to attend our scheduled time, please contact me about completing that class in an asynchronous way.** There will also be instructions posted in our course shell for students who are unable to attend class at our scheduled time and will need to complete each class at an alternative time.

### Cultural Leave Policy

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

### COVID Guidance:

Since we will be meeting in person, it will be essential that we all follow the guidance outlined in the [COVID Operations Plan for 2021](#). Please be advised that the guidance provided may change or appear to be contradictory from week to week; we'll always base the information we provide on the most current guidance from the Missoula City-County Health Department (MCCHD) and CDC. In addition to these updates and changes I will share in class, please visit the [UM Coronavirus website](#) for updated information. For the official guidance on instruction, please visit the [Deliver Quality Instruction](#) portion of the [COVID Operations Plan for 2021](#).

Guidance that you will need to be aware of before the first day of class include:

- **Mask use is required within the classroom** or laboratory.
- If you forget your mask, I will have disposable masks on hand.
- If a student(s) is not wearing a mask, I will ask you to put one on.
- If a student(s) is unwilling to wear a mask, I will ask you to leave the classroom.
- If a student(s) is unwilling to leave the classroom, I have the discretion to cancel the class for that day.
- Faculty members should consult with their chair and/or dean to address the situation with the student.
- The chair/dean should report any incidents of students who are not willing to wear a mask to the Provost's Office [officeoftheprovo@umontana.edu](mailto:officeoftheprovo@umontana.edu) and to the Community Standards Office [pamela.altmaier@mso.umt.edu](mailto:pamela.altmaier@mso.umt.edu). These cases may take a few weeks to be processed.

- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. Please contact me immediately to begin implementing our plan.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts. We will work on these together, as a class.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.
- Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- Please note this class may be recorded. I will notify the class if I intend to record our session together. We will discuss this in greater detail during our first class together.

### **Course Activities & Assignments**

You are responsible for turning in assignments on time and being prepared to present on your assigned day. I reserve the right to postpone due dates for course assignments. Extensions may be granted at the discretion of the instructor. Please note that I am willing to read and offer constructive criticism on rough drafts of written assignments and presentations. However, students must allow me at least three business days to read their draft and turn back revisions.

#### **1. Attendance and Participation (4 points each class):**

Class is an opportunity for you to discuss topics with your peers, reflect upon your experiences, critically think through scenarios, and start to develop a sense of community within your professional field. Be present and actively engaged. Each student is required to participate in a meaningful, thoughtful, and reflective manner. Steady contributions over the semester are expected of all students. One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. To demonstrate these shared values, students are encouraged to consider how their tone, word choice, and content may affect other readers. You will be expected to participate by interacting verbally and developing discussions beyond the level of readings and/or presentations.

Your attendance and participation grade will be evaluated based on your faithful, timely attendance as well as your completion of readings prior to class and contributions to class activities. Barring emergencies or extreme circumstances, all assignments will be due on the date for which they are listed on our schedule. If you need an extension on an assignment, please request an extension by telling or emailing Professor O'Reilly as soon as possible.

Thank you for your active participation and work. Together we will learn!

#### **2. Quizzes (1 @ 60 points):**

You will complete two quizzes on readings and material discussed in class. Please refer to the course schedule for quiz dates. These quizzes will incorporate multiple choice, true/false, and/or short essay questions. Give your best effort!

#### **3. Team Lesson (50 points):**

You will choose a designated section from one of the chapters in the Slavin text to teach to the class in teams of two or three class members. Teams will...

- Conduct a 40-45 minute lesson;
- Illuminate concepts from their text section and relate them to teaching where applicable;
- Engage the class in an individualized, small or large-group learning activity that measures learning;

- Design instruction for remote, online learning; and
- Provide the class with a one-page paper and/or online handout that details their section and/or applies to their learning activity. Please note for copies of your team's handouts, please make enough for the class and instructor. If your team is able to email Professor O'Reilly a copy of your handout before your scheduled lesson, she will make sure to post it to the course shell.

Team lesson formats will vary. Please teach the class with a combination of individual and/or cooperative activities, small and large group discussions, art, role plays, multi-media and internet applications, reading passages, drama, music, games, drawing, etc. To earn full credit, it is essential all team members contribute. While teaching with depth, please imbue the class with creativity. Refer to the rubric posted in our course shell for more details.

#### **4. Educational Autobiography (50 points):**

For this activity, you will write a three to five-paged, double-spaced paper using standard American Psychological Association (APA) 12 point font and one inch margins. In this paper, you will analyze a few educational experiences from either your elementary, middle, high school, and/or college years. Please guide your analysis by describing examples of 7 different educational psychology concepts. Concepts must be drawn from class readings, discussions, and activities related to chapters 2, 5, 6, and 10 of the Slavin text. Please address at least one concept from each of these chapters. Consider how each concept relates to past schooling experiences and/or teachers and/or former classmates. No title or reference page is necessary. Please write well! Refer to the rubric posted in our course shell for more details.

#### **5. Small Group Lesson (60 points):**

You will teach a lesson within a given timeframe to a small group of 6-7 class members. You must choose the specific lesson topic and decide how best to teach it. Lessons should apply to your teaching area. Please choose to teach something that excites you. Please also design your lesson with adults in mind.

After teaching, you will turn in a lesson plan outlining your lesson objectives as well as your lesson procedures and assessment strategies. At the same time, you will turn in a brief written reflection of your lesson. Please consider engaging lessons from the Office of Public Instruction's [Indian Education for All resources page](#). Please enjoy sharing your wisdom! You will find expectations and rubrics in our course shell.

#### **6. Final Exam (60 points) – Finals Week:**

You will complete a final exam during finals week that we will compose. The exam will be taken online and open Wednesday, December 15 at 9:00 am to Friday, December 17 at 11:00 pm Once you start the exam, you will have 24 hours to complete it. Think positively – You will do great!

#### **Additional Discussion – Open Forum**

The Open Forum will be available throughout the semester as a common discussion area to post questions and comments that may be of interest to everyone in the course. If you have questions or concerns that are personal, please email me instead at [erin.oreilly@mso.umt.edu](mailto:erin.oreilly@mso.umt.edu)

Please be advised that the University of Montana requires all email communications with students to be made through the students' University of Montana email account only. So, please check your UM email regularly or forward it to an account that you do check.

#### **Student Expectations**

Students are expected to attend all classes, complete assigned readings before the class period in which they will be discussed, participate actively and thoughtfully in class discussions, complete required writing assignments, and follow university regulations regarding academic and behavioral integrity.

If you experience difficulty in this course for any reason, please consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

### **Professionalism and Participation**

*Consistent engagement with the material is absolutely crucial to your mastery of the course concepts. Hence, it of the utmost importance that you attend class regularly and participate actively.*

You have no doubt read some variation of the aforementioned statements in previous syllabi from other courses and may well have written something similar in your own syllabi. While my message is the same, it is necessary that we define these ideas for the purposes of this particular course. “Consistent engagement” encompasses your ability and effort to think about the topic at hand. Once you have gained a perfunctory mastery of the information, I encourage you to then relate it to your own experiences. Make the information meaningful to you. Through this process you will enlighten yourself as well as others.

What does this require? Quite simply, that you perform your tasks with a marked degree of precision. Take diligent notes on the readings, videos, lectures, and resources so that our discussions will be fruitful.

Of course, for this to happen, you must be engaged and communicate early and often. In fact, it is the foundation of “active participation”. Active participation is necessary for the success of the class. Not only will you be expected to share your reactions, ideas, and questions, you are likewise expected to allow and encourage other students to share theirs. This course focuses on *you*. So please ask questions of me and others, for this course will go as you go. To those of you who are naturally inclined to be introverted, I will do my best to create a comfortable and nurturing atmosphere for your thoughts.

We must all strive to create an accepting atmosphere that is comfortable for members of the learning community to participate and share their ideas. Tact, politeness, and respect for other class members are crucial as is adequate preparation for discussion. As such, it is imperative that we follow the golden rule. Be certain to challenge each other, but abide by the accepted social mores. In other words, provide unto others the same amount of respect that you expect them to provide you with. Should you find errors of fact or logic, please point these out and share the sources that can correct them.

If for some reason you feel that you are falling behind in this aspect (or any other aspect of the course) contact me *sooner rather than later*. I cannot stress the importance of communication between us enough.

### **Standards of Conduct**

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University’s Student Code of Conduct](#). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

**Plagiarism** will not be tolerated. Using another’s ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick’s page at Indiana University should help you understand [what constitutes plagiarism](#), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly](#) in several different formats. Please use MLA or Chicago 16<sup>th</sup> citation formats. Should you



have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. [Zotero](#), for example, is a free, web-based citation software system that is easy to learn and use.

### **Respect Policy**

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers. The use of electronics should serve an educational purpose and enhance your learning not distract or detract from your learning experiences.

### **Accommodating Disabilities**

I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the [Disability Services website](#) at <http://www.umt.edu/disability>.

### **Food and Housing Resources**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

#### ***Food Pantry Program***

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the [UM Food Pantry website](#) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

#### ***ASUM Renter Center***

The Renter Center has compiled a [list of resources](https://medium.com/griz-renter-blog) (<https://medium.com/griz-renter-blog>) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

#### ***TRiO Student Support Services***

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can [check their eligibility](http://www.umt.edu/trioss/apply.php) ([www.umt.edu/trioss/apply.php](http://www.umt.edu/trioss/apply.php)) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

### **Student Services**

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

### **UMConnect Student Email**

All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University's primary method of communication with students, thus, it will be extremely important to check this account frequently. Students are welcomed and encouraged to forward this e-mail account to their personal e-mail account.

### Need IT Help:

If you encounter problems regarding this Moodle Course please contact UMLine at <https://www.umt.edu/it/solutions-center.php>. There is also a Tech Support area within the menu of the course shell.

For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or [itcentral@umontana.edu](mailto:itcentral@umontana.edu)  
Moodle technical support: 243-4999

### Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

#### RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

#### HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

#### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

**Course Schedule:**

\*This schedule and syllabus is subject to change with the needs of our class, students, learning.

\*\*Always check Moodle for resources, activities & discussion & check your umconnect email regularly

<b>Dynamic Map of Topics, Readings, Activities, and Due Dates</b>			
<p>Please note assigned readings are <i>listed</i> in italics below. Team lessons and other assignments are in <b>bold-face</b>. Class activities and topics are listed in standard font. Please have readings and assignments completed by the date for which they are listed. If you cannot complete an assignment by the due date, please make alternative arrangements with Professor O'Reilly prior to the due date.</p>			
Week	Date	Topics, readings, and activities	Due Dates
1	September 1	<p><a href="#">September 1 Resources</a></p> <p>Who are we? Icebreaker; Syllabus; Team lesson sign-up; Educational Psychology – Where do you stand? Good and just okay teachers.</p>	
2	September 8	<p><a href="#">September 8 Resources</a></p> <p>For this class, please read Slavin (2018) - <i>Chapter Five (pp. 96-117): Behavioral and Social Theories of Learning</i> or Slavin (2021) - <i>Chapter Five (pp. 100-121): Behavioral and Social Theories of Learning</i></p> <p>Behavioral Theory Password; To OC or CC – That is the Question; Our ABC's.</p>	
3	September 15	<p><a href="#">September 15 Resources</a></p> <p><b>Team lesson 1 – Slavin (2018) or Slavin (2021) - Chapter Two (pp. 22-42): Cognitive Development</b> Jensen (2005) – <i>Introduction &amp; Chapter 1: Meet Your Amazing Brain</i></p> <p>We will Jigsaw reading about the brain and learning in class. This reading is available on Moodle. In class, we will Jigsaw the reading and compose mnemonic devices.</p>	
4	September 22	<p><a href="#">September 22 Resources</a></p> <p><b>Team lesson 2 – Slavin (2018) - Chapter Ten (pp. 246-268): Motivating Students to Learn</b> or Slavin (2021) - <i>Chapter Ten (pp. 252-275): Motivating Students to Learn</i></p> <p><b>Team lesson 3 – Slavin (2018) - Chapter Six (pp. 120-141): Memory and Learning</b> or Slavin (2021) - <i>Chapter Six (pp. 125-149): Memory and Learning</i></p> <p>Discuss <a href="#">Educational Autobiography</a> Expectations.</p>	

5	September 29	<a href="#">September 29 Resources</a>  Slavin (2018) - <i>Chapter 6 (pp. 141-155): Memory Strategies</i> or Slavin (2021) <i>Chapter Six (pp. 149-160): Cognitive Theories of Learning</i>  Learning stations in-a-round.	
6	October 6	<a href="#">October 6 Resources</a>  Slavin (2018) or Slavin (2021) – <i>Chapter 11: Effective Learning Environment</i>  Educational Autobiography Rewind; Review; Quiz 1 Review Sheet.	<b><a href="#">Educational Autobiography</a> due by 4 pm</b>  <b><a href="#">Quiz 1</a> will open online Thursday, October 7 and close Sunday, October 10 at 11:00pm</b>
7	October 13	<a href="#">October 13 Resources</a>  Slavin (2018) - <i>Chapter Three (pp. 56-62): Socioemotional Development during the Middle and High School Years</i> or Slavin (2021) - <i>Chapter Three (pp. 58-64): Socioemotional Development during the Middle and High School Years</i>  <b>Team lesson 4 – Slavin (2018) - <i>Chapter Three (pp. 45-56): Social, Moral, and Emotional Development</i></b> <b>or Slavin (2021) - <i>Chapter Three (pp. 45-58): Social, Moral, and Emotional Development</i></b>	
8	October 20	<a href="#">October 20 Resources</a>  <b>Team lesson 5 – Slavin (2018) - <i>Chapter Four (pp. 75-93): Student Diversity</i></b> <b>or Team lesson 5 – Slavin (2018) - <i>Chapter Four (pp. 78-96): Student Diversity</i></b> Slavin (2018) - <i>Chapter Four (pp. 65 -74): Socio-economic status All in the Family Budgeting</i> or Slavin (2021) - <i>Chapter Four (pp. 68 -78): Socio-economic status</i>  <i>All in the Family Budgeting</i>	
9	October 27	<a href="#">October 27 Resources</a>  <b>Team lesson 6 – Slavin (2018) - <i>Chapter Eight (pp. 187-210): Student-Centered and Constructivist Approaches</i></b> <b>or Slavin (2021) - <i>Chapter Eight (pp. 192-215): Student-Centered and Constructivist Approaches</i></b>  Lesson Planning & Learning Objectives; Small Group Lesson Overview.	
10	November 3	<a href="#">November 3 Resources</a>  <b>Team lesson 7 – Slavin (2018) - <i>Chapter Seven (pp. 159-183): Teaching a Lesson</i></b>	<b><i>What is your small group lesson topic?</i></b>

		<p>or Slavin (2021) - <i>Chapter Seven (pp. 164-189): Teaching a Lesson</i></p> <p><b>Team lesson 8 – Slavin (2018) - Chapter Thirteen (pp. 350-367): Test Construction</b>  or Slavin (2021) - <i>Chapter Thirteen (pp. 357-375): Test Construction</i></p>	
11	November 10	<p><a href="#">November 10 Resources</a></p> <p>Slavin (2018) - <i>Chapter Thirteen (pp. 339-350): Aligning Objectives &amp; Assessments</i>  or Slavin (2021) - <i>Chapter Thirteen (pp. 349-357): Aligning Objectives &amp; Assessments</i></p> <p>Slavin (2018) - <i>Chapter Thirteen (pp. 367-379): Performance Assessment</i>  or Slavin (2021) - <i>Chapter Thirteen (pp. 376-386): Performance Assessment</i></p> <p>Slavin (2018) - <i>Chapter Fourteen (pp. 383-404): Standardized Testing</i>  or Slavin (2021) - <i>Chapter Fourteen (pp. 390-407): Standardized Testing</i></p> <p>Quiz 2 Review Sheet;  Small Group Lesson schedule.</p>	<p><a href="#">Quiz 2</a> will open online <b>Thursday, November 11 and close Sunday, November 14 at 11:00pm</b></p>
12	November 17	<a href="#">November 17 Resources</a>	
13	November 24	<a href="#">November 24 Resources</a>	
14	December 1	<p><a href="#">December 1 Resources</a></p> <p>Small Group Lesson schedule &amp; planning;  Final Exam Review.</p>	<p>Please email Professor O'Reilly your <a href="#">Final Exam Questions</a> by the beginning of class.</p> <p>Upload a draft of your <a href="#">Small Group Lesson Plan and Reflections for Part A</a> to designated Dropbox by Friday, December 3 at 11 pm</p>
15	December 8	<p><a href="#">December 8 Resources</a></p> <p><b>Small Group Lessons</b></p>	<p>Upload final draft of your <a href="#">Small Group Lesson Plan and Reflections Part A-C</a> to designated Dropbox by Friday, December 10 at 11 pm</p>
	December 13-17	<p><a href="#">Finals Exam</a></p> <p><b>Originally Scheduled for Thursday, December 16 from 1:10-3:10 pm</b>  <b>Adjusted for Wednesday, December 15 at 9:00 am to Friday, December 17 at 11:00 pm</b></p>	

## Appendix A

### Danielson Framework & InTASC Standards

*The Danielson Framework* has been widely adopted by school districts and schools of education across the country to encourage reflection on teaching practice. The four domains are supported by the student learning outcomes found in the COE-InTASC Standards below. A full description of the domains can be found in Danielson, C. (2011), *Enhancing professional practice: A framework for teaching*. Our course rubric is adapted from the four domains outlined below.

<b>Domain 1: Planning and Preparation</b>		<b>Domain 2: Classroom Environment</b>		
InTASC Standard 1: Learner Development	InTASC Standard 2: Learning Differences	InTASC Standard 3: Learning Environments		
InTASC Standard 4: Content Knowledge	InTASC Standard 7: Planning for Instruction			
<b>Domain 4: Professional Responsibility</b>		<b>Domain 3: Instruction</b>		
InTASC Standard 9: Professional Learning & Ethical Practice	InTASC Standard 10: Leadership & Collaboration	InTASC Standard 5: Application of Content	InTASC Standard 6: Assessment	InTASC Standard 8: Instructional Strategies

### *InTASC Standards: Professional and Pedagogical Development*

#### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Appendix B

### Montana Professional Educator Preparation Standards (PEPPS):

#### [ARM 10.58.501: Teaching Standards:](#)

- (1) All programs require that successful candidates:
- a. demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
  - b. use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
  - c. work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;
  - d. demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
  - e. demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
  - f. use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;
  - g. plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
  - h. use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
  - i. engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
  - j. interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
  - k. engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
  - l. demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.