EPSY 3803 –X20 Human Development, Behavior, and Learning Theory
Spring 2022
Midwestern State University
Gordon T. & Ellen West College of Education

Class Meets
Online

Instructor/Contact Information:
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Office Hours: Monday 9AM-10AM, Tuesday 11:30 AM-1:30PM, Thursday 11:30AM-1:30PM. Appointments recommended to avoid conflicts. Zoom appointments also available for other times.

Instructor Response Policy
The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual, phone, or in-person meeting, depending on your needs.

Course Description
Concepts of learning theory and applications, motivation, and measurement and evaluation.

Textbook & Instructional Materials
Ormrod, Jeanne E., & Jones, Brett. (2015). *Essentials of Educational Psychology, 5th ed.*Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN: 9780134995205

Required Technology
All students must have Internet access and the following technology applications: appropriate hardware in order to access D2L, Word Processing software.

Course Objectives/Standards

	TExES Compe-tencies	PPR	STR Stds/ Exam	Commis-sioner's Standards	Content Stand.	Assessments, Assignments
Students recognize, understand, and address in both writing and discussion the implications of the many <u>developmental phenomena</u> associated with teaching and learning	001A, B 002A	11(c)2, 5, 6		2(A)i, ii, iii	13b(1)	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure Discussions, Activities
Students recognize, understand, and address both in writing and discussion the implications of the many <u>cognitive and behavioral phenomena</u> associated with teaching and learning	001A			2(A)i	13b(2)	Midterm, Final, Learning Strategies Portfolio, Brochure Discussions, Activities
Students recognize, understand, and address in writing and discussion, the many aspects of developing a <u>culture for learning and a positive environment of respect and</u>	001A, 002B,		15(c)3 I. 5)J	2(B)i, ii, iii 4(A)i, ii, iii	13b(3)	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project, Discussions, Activities

	TExES Compe-tencies	PPR	STR Stds/ Exam	Commis-sioner's Standards	Content Stand.	Assessments, Assignments
rapport. Specifically, candidates will verbally discuss and write about factors affecting children's learning, including candidates' understanding of the school community, students' developmental level, students' racial, cultural, and gender diversity, and the needs of special populations.						
Diversity: Students will develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of the diversity of learners and learners'	002A, B		15(c)3 I. 5)J	2(B)i, iii 6(D)i, ii, iii		Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project, Activities, Discussions, Activities

	TExES Compe-tencies	PPR	STR Stds/ Exam	Commis-sioner's Standards	Content Stand.	Assessments, Assignments
needs, and schools as interactive, social, and cultural systems. Specifically, candidates will read, discuss, and write about students from diverse social, ethnic, and cultural systems.						
Students recognize, understand, and address in writing and discussion the nature and implications of both student-centered and teacher-centered approaches to teaching and learning. Specifically, candidates will analyze instructional techniques that influence student learning.	001B			2(C)i, ii, iii		Discussions Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project Discussions, Activitie
Students learn and practice reflective	002C	11(g)3		4(A)i, ii, iii 6(A)i, ii,		Learning Strategies Portfolio,

	TExES Compe-tencies	PPR	STR Stds/ Exam	Commis-sioner's Standards	Content Stand.	Assessments, Assignments
habits while in the classroom.				iii		Discussions, Activities
Students will recognize children at-risk of suicide. Students will recognize children who are, or may be the victims, or who engage in bullying. Students will recognize children displaying early signs and a possible need for mental health or substance abuse intervention, warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in habits, and destructive behavior toward self or others. Students will learn strategies	TEC Section 21.451 002B			4(A)ii 6(B)ii 6(D)iii		Training Modules

	TExES Compe-tencies	PPR	STR Stds/ Exam	Commis-sioner's Standards	Content Stand.	Assessments, Assignments
and the appropriate action to take to intervene effectively with children at-risk or with early warning signs.						

See Appendix A for Complete Standards.

WCoE Philosophy & Conceptual Framework Overview

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for "cause beyond self" are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors. The outcomes for graduates and undergraduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

•	Learner Development - understand 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 design and implements developmentally appropriate and challenging learning experiences.
•	Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
•	Learning Environment - 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.

- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand 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.
- Assessment - understand and use 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.
- Planning for Instruction - plan 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.
- Instructional Strategies - understand and use 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.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek 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.

Student Handbook
Refer to: Student Handbook-2020-21

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Table 1- Assignments and Points

Assignments	Points
Tests (mid-term and final 150 pts each)	300
Dispositions Self-Assessment (20 pts for initial and final)	40
Learning Strategies Portfolio	100
Motivation and Engagement Project (Brochure)	150
Activities (4 @40 points each)	160
Discussions (3@40 points each)	120
Training Modules (3 @20 points each)	60
Research Theory/Theorist Presentation	100
Total Points	1030

Table 2- Grading
The percentage of total points will determine final grade.

Grade	Percentage of total points
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% or less

Course Assignments and Assessments

Participation and Reading
Read all assignments carefully. Take notes during reading and any related lecture and /or discussion. You are responsible for the content of **all assigned reading.** Take notes over your reading and review these periodically. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all activities; therefore, regular attendance (logging in frequently and participating in discussions) is crucial.

Motivation and Engagement Project: Brochure
As a classroom teacher, you will likely have parents and students come to you to ask for help in improving their motivation and engagement in the classroom. In order to demonstrate your ability to apply the theories from the course into a real world classroom context, you are to create a brochure that you would distribute to parents or students to provide them with suggestions to increase their motivation and engagement in your classroom.

You could also choose to feature something helpful for parents to know or do at home with their children. Either way you must ground your brochure in theory.

You may choose the grade level and subject area for your brochure and create suggestions based on any of the theories that have been addressed in class. Some possible topics may include, but are not limited to:

Increase learning and memory of materials

Improve study skills and understanding through information processing

Promote cognitive development through Piagetian principles

Increase interest through social and moral developmental theories

Requirements:

The brochure must include the following but there is a detailed rubric available in D2L:

- At least four recommendations supported by theories from our class readings (i.e. Do *not* discuss a specific time for studying; instead explain *how* studying should be done.) with explanations;
- Eight to ten pictures or clip art with at least one of yourself;
- At least one graphic organizer/chart/graph to represent some of the material in an organized way ;
- At least one theorist or theory and how the research supports your recommendations ;
- Good balance between text, pictures, and white space and correctly laid out with front cover, inside flap, and back ;
- No errors in grammar, spelling, and punctuation and avoid language that is directly from the textbook. Instead, you should put it in layman's terms (i.e. the word "engagement" would be "participation"). Also, your recommendations should be simple and to the point, avoiding textbook language. Then, be sure to explain each recommendation in your own words.
- Be sure that it looks like a tri-fold brochure, including a cover page, a back, and an inside flap. If you were to print it out, it would be a complete brochure.

    You will upload the final product to D2L by the due date.

Research Theory/Theorist Presentation

A sign-up Googledoc will be provided for students to choose a topic in which to complete a research paper and then conduct a 15-20 minute presentation over the given topic. You will be expected to provide an interesting, engaging, research-based presentation using good communication skills, as developing these is critical in the 21st century workplace. This is also to help supplement the information for your peers.

Activities
You will have four activities throughout the course that provide you with opportunities to extend and apply the information you have received from the text and lectures.

Discussions
You will have four (three graded) discussions throughout the course that provide you with opportunities to extend and apply the information you have received from the text and lectures. Participation is expected as this is an online class. Post your initial response by Wednesday and reply to two peers by Sunday for full credit.

Mid-term and Final Exams
These will be mainly in multiple choice format, and items will be drawn from class topics, discussions, activities, notes, and book and any provided readings. The questions will be primarily application questions so participation, reading, note taking and review are crucial. These will be administered through D2L and will be open for a specific window of time for you to complete. You will receive a zero if you fail to complete either exam during the time frame. Once you begin they will not be restarted so be prepared when you start an exam.

Dispositions Self-Assessments
You will complete a self-assessment at the beginning of the course and again at the end. This will provide you with a basis for examining your growth in the class pertaining to learning and learners.

Learning Strategies Portfolio
Throughout the course, you will be creating a portfolio of instructional strategies connected to the theories learned in each chapter and how they will be applied to instruction. This is an assessment of your ability to apply theory to practice. Your final portfolio will be uploaded to D2L near the end of the semester to demonstrate learning gained in the course. The portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted and uploaded by the dates due.

Training Modules
One of the requirements of the Texas Education Agency is that teacher candidates complete online trainings in substance abuse prevention, at-risk (youth suicide) prevention, and mental health awareness. In this course, you must complete all three. For teacher candidates, you must submit your completed training certificates to TK20 by the due date, where they will be in your permanent file. (If you do not complete these trainings during this course, you will receive an Incomplete for the course

and you will not be able to continue in the teacher education program until the trainings and "I" are taken care of. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the trainings are not complete and uploaded to TK20). If you have already done these through your district or Region IX, you may upload your certificates for verification. Only those with verification will receive points. Your full name must be printed on the certificates. You will complete these outside of class through D2L.

MSU-TEXAS Policies and Procedures:

Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). For specific information and information regarding financial aid policies, contact the MSU business office.

Services for Students with Disabilities
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and](#) [Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Desire-to-Learn (D2L)/Brightspace
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course unless otherwise specified in the assignment guidelines.*

Instructor Class Policies
Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom or face-to-face classroom shall result, minimally, in a request to drop the class and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the

student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Attendance
Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. **Quizzes and activities that are administered in class can't be made up and will receive a zero.** In order for you to get credit for anything you missed during an absence you must have documentation for a school absence or must contact the office of student rights and responsibilities and they must contact me about your absence. Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously.

Late Work
Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit. Quizzes and activities that are administered in class can't be made up and will receive a zero.

Written Work
All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF

unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

Plagiarism
"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from [Student Handbook](). All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Research Based Content and Pedagogy
This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field.
The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management.* Longmont, CO: Sopris West

Wong, H., Wong, R. (2018). 2nd Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

Marzano, Robert J. (2017) The New Art and Science of Teaching. Bloomington, IN: ASCD.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). So each may learn: Integrating learning styles and multiple intelligences. Alexandria, VA: ASCD.

Durwin, C. C., & Reese-Webber, M. (2019). EdPsych: Modules. (4th) Sage: Los Angeles, CA.

Appendix A
Standards/Competencies List
WCOE Standards (InTASC):
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:
Learner Development - understand 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 design and implements developmentally appropriate and challenging learning experiences.
Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Learning Environment - 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.
Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Application of Content - understand 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.
Assessment - understand and use 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.
Planning for Instruction - plan 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.
Instructional Strategies - understand and use 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.
Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Leadership and Collaboration - seek 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.

Commissioner's Standards

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

  i.   Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
  ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
  iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning

  i.   Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
  ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
  iii. Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

  i.   Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
  ii. Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(4) Standard 4— Learning Environment. Teaches interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

i. Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

i. Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
iii. Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

PPR Exam Framework

Competency 001 (Foundations of Child Development): Understand foundational concepts of early childhood development from birth to age 8 and factors that influence student development.

A. Demonstrate knowledge of key theoretical foundations, curriculum and program models, and scientifically based research regarding the development and learning of students from birth to age 8 (e.g., Bruner, Piaget, and Vygotsky; Montessori, Reggio Emilia, constructivist, social-learning, and environmental theories) upon which developmentally appropriate practices in early childhood education are based.

B. Demonstrate knowledge of characteristics, progressions, and

variations of development in the physical, cognitive, social, language, sensory, aesthetic, and emotional domains and of the interrelationships between these domains and student learning.

Competency 002 (The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.

A. Demonstrate knowledge of the learning processes of young children, including the multiple functions, value, and role of play in constructing knowledge, building social skills and relationships, and developing problem-solving skills.

B. Demonstrate knowledge of the influence of stress and trauma, protective factors, resilience, and supportive relationships on the cognitive and emotional development of young children.

C. Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.

PPR
Standard 19 TAC §235.11(c) Knowledge of Student and Student Learning. Early Childhood: Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Standard 19 TAC §235.11(g) Professional Practices and Responsibilities. Early Childhood: Prekindergarten-Grade 3 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood: Prekindergarten-Grade 3 classroom teachers

must:

    (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);

Content Standards

[19 TAC §235.13(b)] Child Development.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

    (1) know and understand young children's characteristics and needs, from birth through age 8;

    (2) know and understand the multiple influences on early development and learning; and

    (3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Science of Teaching Reading Standards

Standard 19 TAC §235.15(c) Reading Pedagogy.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

    (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Science of Teaching Reading Exam Framework

I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).

J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.

Science of Teaching Reading Standards
Standard 19 TAC §235.15(c) Reading Pedagogy.
The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
(3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

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EPK–3 Examination Framework

Domain I Child Development
Competency 001 (Foundations of Child Development) (A.) (B)
Competency 002 (The Early Learning Process) (C)

Domain III Educating All Learners

Competency 007 (Culturally Responsive Practices) (C)

Appendix B
Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Course Calendar

Week	Activities/Assignments/Exams	Due Date
Week 1 1/10-1/16	Chapter 1 Discussion – Introduction and Metaphor Sign up for Contemporary Theorist Research Project (Google Doc) **Beginning Dispositions – Initial Self-assess**	Sunday 11:59 PM
Week 2 1/17-1/23	Chapter 2 **Activity 1 – Research Studies** **Mental Health Awareness Training**	Sunday 11:59 PM
Week 3 1/24-1/30	Chapter 3 Self-Regulation Transfer of Learning **Discussion 1 – Metacognition**	Sunday 11:59PM
Week 4 1/31-2/6	Chapter 4 Reciprocal Causation Supp. Reading – Content as Contexts **Activity 2 – Content as Contexts**	Sunday 11:59 PM
Week 5 2/7-2/13	Chapter 4 Ecological Systems Theory **Substance Abuse Training**	Sunday 11:59
Week 6 2/14-2/20	Chapter 5 Self-Determination Theory Expectancy-Value Theory	
Week 7 2/21-2/27	Chapter 5 Achievement Goal Theory Attribution Theory Supp. Reading – Teacher Attributions **Discussion 2 - Attributions**	Sunday 11:59 PM
Week 8 2/28-3/6	Review Chapter 1-5 **Mid-term Exam (available Mon-Sun)**	Sunday 11:59PM
Week 9 3/7-3/13	Chapter 6 Flow Supp. Reading – Language Development	

Week 10 3/14-3/20	**Spring Break**	
Week 11 3/21-3/27	Chapter 6 Theory of Multiple Intelligences **Discussion 3 - Intelligence** **Motivation and Engagement Project**	Sunday 11:59 PM
Week 12 3/28-4/3	Chapter 7 Supp. Reading – Personality **Activity 3 – Kiersey Sorter**	Sunday 11:59 PM

Week	Activities/Assignments/Exams	Due Date
Week 13 4/4-4/10	Chapter 8 Bloom's Taxonomy Constructivism **Activity 4 – Task Analysis**	Sunday 11:59 PM
Week 14 4/11-4/17	Chapter 9 Classroom Management **Suicide Prevention Training** **Dispositions- final**	April 19, 11:59 PM
Week 15 4/18-4/24	Chapter 10 Teaching for Equity **Learning Strategies Portfolio**	Sunday 11:59PM
Week 16 4/25-5/1	**Final Exam (available Monday-Sunday)**	Sunday 11:59 PM

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor with notice. Any changes will be posted on the D2L News Item for the course.