Course Syllabus: Educational Psychology
Gordon T. & Ellen West College of Education
EPSY 3153 Section 201
Tues/Thurs 9:30am-11:50am

Contact Information

Instructor: Dr. Suzanne F. Lindt
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Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

Course Description

Concepts of learning theory and applications, motivation, measurement, and evaluation. Must have access to computer and Internet.

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: Google docs, Adobe Reader, Web Cam, Word Processing software. *(If you have a Chromebook, please inform instructor, so he or she can make other arrangements for exams.)*

Office Hours

Monday: 9:00am-10:00am (virtually* only)
Tuesday: 8:15am-9:15am, 2:00pm-3:00pm
Thursday: 8:15am – 9:15am, 2:00pm-3:00pm (in person and virtually*)
Link Provided in D2L within "Read Me First" module

Student Handbook

Refer to: Student Handbook 2017-18

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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. Student Handbook 2017-18

Course Objectives/Standards

Commissioner's Standards	Course Assessment
(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.	Learning Development Portfolio (LSP)
(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.	LSP
i. Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.	LSP: SEL
ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.	LSP: Differentiation strategy for each; Meta
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.	Activity #2, Discussion #1
(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning	LSP
i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.	LSP: Learning strategy for each; Meta, Activity #1, Quiz #2
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.	LSP: Differentiation strategy for each; Meta; Discussion #2
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.	LSP: LD

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.	LSP
i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	LSP: Learning strategy for each; Meta
ii. Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.	LSP:RD
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.	LSP: Differentiation strategy for each; Meta; Quiz #1
(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.	Activity #1, Activity #2
(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.	LSP
i. Teachers embrace students' backgrounds and experiences as an asset in their learning environment.	Motivation and Engagement Brochure (MEB)
ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.	MEB, Quiz #2
iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.	LSP: Learning strategy for each; Meta
(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.	Theorist Research Project (TRP), Activity #2
(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.	TRP; Activity #2

i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.	Activity #2, MEB
ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.	Activity #2
iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.	Activity #2, MEB
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.	Activity #3, Activity #2
i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.	Discussion #1, Discussion #2
ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.	Discussion #1, Discussion #2
(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.	Activity #2
i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.	LSP
ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.	TRP
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.	Discussion #1, Discussion #2, Activity #3
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).	Activity #2
ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community,	Activity #1

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.	MEB

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;	LSP: EC-8; Discussion #1
(2) know and understand the multiple influences on early development and learning; and	LSP: EC-8; Activity #1
(3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	LSP:EC-8; MEB

Content 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.	LSP
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.	LSP: Learning strategy for each; PD;CD Key Theorist
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.	LSP: SEL; CD; PD; LD; TRP
Competency 002 (The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.	LSP; Discussion #1
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.	LSP: EC-3

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.	LSP: Influences; Quiz #2
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.	Activity #2
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:	LSP: RD
(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.	LSP: RD
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).	LPD
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.	LPD
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:	LSP; Quiz #2, TRP

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;	LSP: Learning strategy for each; Meta; MEP
(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and	LSP; learning strategy; TRP; Activity #3
(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.	LSP; Activity #1
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:	Activity #2
(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);	Discussion #3

Conceptual Framework Overview

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.

Grading

Assignments	Percent
Tests (2 at 10% each)	20%
Portfolio Draft	5%
Learning Strategies Portfolio	10%
Motivation and Engagement Project	10%
Activities (5 at 3% each)	15%
Quizzes (9 at 2% each)	18%
Training Modules (3 at 3% each)	6%
Theorist Research Project	10%
Attendance	3%
Total Points	100%

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Tests
You will have a total of two tests (mid-term and final) that will be worth 10% each. The test will be made up of multiple choice and short answer questions from the textbook, readings, and course lecture material. The tests will be taken during the scheduled class time, and they will not be able to be made up unless *prior arrangements* have been made.

Learning Strategies Portfolio and Draft
Throughout the course, you will be creating a portfolio to keep track of instructional strategies learned in each chapter and how they will be applied to your future instruction. You will submit a draft version once during the semester and then a final portfolio at the end of the semester to demonstrate learning gained in the course. This portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted as a pdf and uploaded by the dates due.

Motivation and Engagement Project
To help you apply motivational theories in this course, you will create a brochure for children or parents to explain how to increase motivation in an area of your choice. The brochure must be in the correct form and should simply the theory of

your choice by providing several suggestions to the reader. There are several examples and a complete description and rubric in D2L/Brightspace.

Quizzes

You will take a total of 9 quizzes throughout the semester to assess your knowledge of course readings and the chapters. Quizzes must be taken on the dates due. Quizzes will be taken in class or at home via a link provided in D2L and will NOT be able to be made up after the date in the course schedule.

Activities

You will have a total of 5 activities to complete for the class that should be brought to class by the date due (see course schedule for specifics). These activities will help you to apply the information learned in the course and prepare you for the tests and other assignments.

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), and mental health. In this course, you must complete the trainings to receive points and must submit your completed training certificates to TK20, where they will be on your permanent file. (For teacher candidates, if you do not complete these trainings, you will not be able to advance from this course, and you will receive an Incomplete.) For those of you who are not teacher candidates, these trainings will benefit you if you work with children and young adults.

Theorist Research Project

To introduce you to theories and theorists in learning and human development, you will choose a theorist from a list and work with a partner or alone to conduct research on the theory/theorist. You will write a short essay on the theory/theorist to explain the theory and its contributions to education/society. Then, you will create a presentation (i.e. Power Point) to present in class for your classmates.

Extra Credit

Extra credit will be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

Late Work

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.**

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.

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. Students will receive 4pts for each full class attended. (Note: Students leaving early or arriving late will receive 2pts.) **Cloth face coverings are required when attending class in person. Also, you will have assigned seats and must remain 6' apart from classmates when in our designated classroom.** *(If you cannot attend class because of COVID exposure or COVID type symptoms, you must inform the instructor before class. If you miss class or fail to submit an assignment on time because of COVID, you must submit a doctor's note to the instructor within one week of the first absence to receive attendance or assignment credit. Students required to quarantine will have access to their scheduled class meetings via a Zoom link in D2L.)* Students quarantined because of an approved COVID related absence, must join via Zoom with cameras on to receive credit for attendance.

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. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Note: If you are absent for an exam, you will have one week to make it up. If you do not make it up within one week of missing the exam, you will receive a 0 for the exam.

In case of inclement weather, the instructor will post an announcement regarding the status of the class on BRIGHTSPACE. Students are also encouraged to call the department if they have no immediate access to the Internet.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and 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 teaching dispositions, 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 excessive absences, 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.

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).

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.

Teacher Education Program Requirements

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

• Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
• Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
• Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
• Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
• Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
• Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
• Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
• Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
• Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment
Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning
Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.
Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:
1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be…I want you to…because you will…")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan
Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching
West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
• One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
• Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
• Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
• Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
• Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
• Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)

MISL- Midwestern Impact on Student Learning
Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern

Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

University Policies
Campus Carry Rules/Policies
Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. 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 WATC. 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.

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.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule EPSY 3153/EPSY 3803

Week	Class Dates	Activities/Assignments/Exams	Due Date
Week 1	1/12, 1/14	**Beginning Disposition Self-Assessment** **Sign up for Theorist Research Project** Chapter 1	1/14 1/14
Week 2	1/19, 1/21	Chapter 2 Social Cognitive Theory Multimedia Learning Theory **Activity 1 – Research Studies**	 1/21
Week 3	1/26, 1/28	Chapter 3 Self-Regulation Grit Paradigm Shift	
Week 4	2/2, 2/4	Chapter 4 Ecological Systems Theory Interest Cultural Mismatch **Activity 2 – Reciprocal Causation**	 2/4
Week 5	2/9, 2/11	Chapter 5 Self-Determination Theory Hierarchy of Needs Supp. Reading – Teacher Attributions **Activity 3 – Attributions**	 2/11
Week 6	2/16, 2/18	Chapter 5 Achievement Goal Theory Expectancy-Value Theory **Motivation and Engagement Project**	 2/18
Week 7	2/23, 2/25	Review Chapter 1-5 review **Bonus Practice Quiz** **Learning Strategies Portfolio Draft** **Mid-term Exam** (LockDown Browser Required)	 2/23 2/25 2/25
Week 8	3/4	**No Class 3/2** Chapter 6 Cognitive Development Theory Social Development Theory	
Week 9	3/9, 3/11	Chapter 6 Theory of Moral Development Theory of Multiple Intelligences	
Week 10	No class meetings this week	**Suicide Prevention Training** **Substance Abuse Training** **Mental Health Training**	3/22 3/22 3/22
Week 11	3/23, 3/25	Chapter 7	

Week	Class Dates	Activities/Assignments/Exams	Due Date
		Psychosocial Development Theory Parenting Styles Gender Schema Supp. Reading – Personality **Activity 4 – Kiersey Sorter**	3/25
Week 12	3/30	Chapter 8 Bloom's Taxonomy Constructivism **Activity 5 – Task Analysis**	3/30
Week 13	4/6, 4/8	Chapter 9 Teaching for Equity Classroom Management	
Week 14	4/13, 4/15	Chapter 10 Cheating Assessment	
Week 15	4/20, 4/22	Review Chapters 6-10 **Learning Strategies Portfolio**	4/22
Week 16	4/27, 4/29	Final Exam Review **Final Exam** (LockDown Browser Required)	4/29