EPSY 3153 -201 Educational Psychology
Spring 2025
Midwestern State University
Gordon T. & Ellen West College of Education

Class Meets
Bridwell Hall 209
Tuesdays and Thursdays 9:30AM-10:50AM
January 21, 2025 - May 16, 2025

Instructor/Contact Information:
Christina Wickard, PhD   E-mail: christina.mcintyre@msutexas.edu
Phone: 940-397-4528
Office: BH 226
Office Hours: Tuesday & Thursdays 11:30 AM-1:30 PM, Wednesday 9AM-10AM. Appointments are recommended to avoid conflicts. Zoom appointments also available for other times outside of office hours- contact by email to discuss 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
Durwin, C. C., & Reese-Webber, M. (2019). *EdPsych: Modules*. (4th) Sage: Los Angeles, CA.

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
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
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 rapport</u>. 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.	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
Diversity: Students will develop a vision of	002A, B		15(c)3 I. 5)J	2(B)i, iii 6(D)i, ii, iii		Midterm, Final, Quizzes,

	TExES Compe-tencies	PPR	STR Stds/ Exam	Commis-sioner's Standards	Content Stand.	Assessments, Assignments
learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of the <u>diversity of learners and learners' needs</u>, and schools as interactive, social, and cultural systems. Specifically, candidates will read, discuss, and write about students from diverse social, ethnic, and cultural systems.						Learning Strategies Portfolio, Brochure, Activities
Students recognize, understand, and address in writing and discussion the nature and implications of both <u>student-centered and teacher-centered approaches to teaching</u> and learning. Specifically, candidates will analyze instructional techniques that influence student learning.	001B			2(C)i, ii, iii		Discussions Quizzes, Learning Strategies Portfolio, Brochure
Students learn and practice <u>reflective habits</u> while in the classroom.	002C	11(g)3		4(A)i, ii, iii 6(A)i, ii, iii		Learning Strategies Portfolio, Discussions, Activities
Students will recognize children at-risk of suicide. Students will recognize children who are, or may be the victims, or who	<u>TEC Section 21.451</u> 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
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 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.

Table 1- Assignments and Points

Assignments	Points
Tests (mid-term and final 100 pts each)	200
Certify Teacher PPR Requirements	20
Learning Strategies Portfolio	100
Motivation and Engagement Project (Brochure)	50
Quizzes (10 @ 10 points each)	100
Training Modules (4 @20 points each)	80

Assignments	Points
Total Points	550

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. Whether or not it is discussed in class, you are responsible for the content of **all assigned reading.** Take notes over your reading and review these after each class. You will be engaging in numerous in-class activities as individuals and in groups. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all class activities; therefore, attendance is crucial. Class participation in activities such as the in-class case study analyses activities cannot be made up.

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:

- 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.

Quizzes
You will be quizzed on your reading assignments periodically throughout this course. Quiz items might be a combination of multiple choice, completion, and short essay questions. These will be on D2L for the week they are in the syllabus. These are your responsibility to complete and are due Thursday of the week they are assigned by 11:59 PM. As with all assignments anything late will only be worth half credit.

Mid-term and Final Exams
These will be in multiple choice format, and items will be drawn from class quiz topics, discussions, case studies, notes, and book readings. The questions will be primarily application questions so involvement in-class case study analyses is 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 by the due date.

Certify Teacher PPR Requirements
For those of you who are enrolled in the WCoE education program at MSU, and are seeking teacher certification, you are required by the college to complete study hours and pass a practice test with an 80% in every test domain for every exam you are required to take. The Professional Responsibility and Pedagogy exam is a test every person who wants to teach must take and pass; therefore, as the content of the exam is supported by the concepts in educational psychology, you will begin practicing for the actual test that you will eventually take to receive certification. You will complete a Certify Teacher request form and email it to the person indicated on the form. You will then take the PPR practice exam once, then

complete 10 hours in study mode and retake the exam. That will complete the requirements for this course; however, to be released for the real certification exam later on in the program, you will need to have passed the practice exam with an 80% in each domain.

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 your future instruction. This is an assessment of your ability to apply theory to classroom practice. Your final portfolio will be uploaded to D2L at 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 ethics, 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.

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 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.

Late Work
Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit.

Written Work
All written work should be completed in a professional style. Using correct spelling and grammar are important communication skills. 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. I will not accept assignments via email. Taking an online 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 and tests 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. Computer issues are not an excuse for missing a deadline. There are many places to access your class! Our online classes may be accessed from any computer, 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 be connected to our online services. For help, log into D2L.

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

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.

AI / Chat GPT
Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this at the beginning or end of your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the topic dates may change as there may be more or less time needed for particular concepts. However, assignment due dates will not be moved up.

MSU-TEXAS Policies and Procedures and Dates:

Refer to: Academic Calendar for all deadlines.

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) exist 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

Inclement Weather
In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will be handled on a case by case basis.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the

information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu
You may also file an online report 24/7 at this link.

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit this link.

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.

Science of Teaching Reading Exam Framework
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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.

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.

Appendix C
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 and graduate 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.

Course Calendar

Academic Week	Activities/Assignments/Exams	Due Date
Week 1 Jan 20-24	Orientation and syllabus 1. Lecture/Discussion Topics: *What is educational psychology?* Lecture/Discussion Topics: social development; Erickson's psychosocial theory	
Week 2 Jan 27-31	1. Emotional intelligence No in-person class on Thursday **2. Quiz 1**	11:59 PM Sunday 2/2/2025
Week 3 Feb 3-7	1. The brain and development 2. No in person class Tues 2/3 or Thurs 2/6 **3. Quiz 2**	11:59 PM Sunday 2/9/2025
Week 4 Feb 10-14	1. Lecture/Discussion Topics: Kohlberg; moral development; 2. Lecture/Discussion Topics: cog dev; Vygotsky, Piaget **3. Mental Health Training** **4. Quiz 3**	11:59 PM Sunday 2/16/2025
Week 5 Feb 17-21	1. Reading and Language Development 2. Lecture/Discussion Topics: Pavlov; Skinner; behavioral learning theory; social cognitive theory **3. Quiz 4** **4. Substance Abuse Training**	11:59 PM Sunday 2/23/2025
Week 6 Feb 24-28	1. Lecture/Discussion Topics: Information processing; cognitive processes; metacognition **2. Quiz 5**	11:59 PM Sunday 3/2/2025
Week 7 Mar 3-7	**1. Suicide Prevention Training** **2. Mid-Term (opens 3/3 closes 3/7)** 3. No in person class Tues 3/4 or Thurs 3/6	11:59 PM Friday 3/7/2025
Week 8 Mar 10-14	Spring Break	

Academic Week	Activities/Assignments/Exams	Due Date
Week 9 Mar 17-21	1. Lecture/Discussion Topics: transfer of knowledge; higher order thinking 2. **Quiz 6**	11:59 PM Sunday 3/23/2025
Week 10 Mar 24-28	1. Lecture/Discussion Topics: Motivation; behavioral theory; cognitive theory 2. Self theories 3. **Quiz 7**	11:59 PM Sunday 3/30/2025
Week 11 Mar 31-Apr 4	1. Lecture/Discussion Topics: productive learning environment 2. **Motivation and Engagement Brochure** 3. **Quiz 8**	11:59 PM Sunday 4/6/2025
Week 12 Apr 7-11	1. Behavioral, cognitive, and constructivist approaches. 2. Grouping practices 3. **Quiz 9**	11:59 PM Sunday 4/13/2025
Week 13 Apr 14-18	1. Multiple intelligences 2. Lecture/Discussion Topics: giftedness 3. Kiersey Sorter, VARK 4. MSU Holiday no Class Thursday 4/17	
Week 14 Apr 21-25	1. Cognitive disabilities; behavioral disorders 2. **Quiz 10**	11:59 PM Sunday 4/27/2025
Week 15 Apr 28-May 2	1. Lecture/Discussion Topics: assessing student learning, test construction 2. **Learning Strategies Portfolio**	11:59 PM Sunday 5/4/2025
Week 16 May 5-9	1. **Ethics Training Modules** 2. **Certify Teacher PPR Requirement**	11:59 PM Sunday 5/11/2025
Week 17 May 12-16	**Final Exam** – Exam opens 5/9 and closes 5/15	5/15 11:59 PM

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the

topic dates may change as there may be more or less discussion needed for particular concepts. However, assignment due dates will not be moved up- keep track of due dates as some of the assignments are outside of class (on D2L) and will not be addressed in class.