**Name of Instructor:** Leah Pigatti, Ph.D. Adjunct Faculty, Minnesota State University - Moorhead

**Email:** leahpigatti@msn.com or pigatti@mnstate.edu  
**Phone:** 218-847-1385 (office) 218-732-9557 (home)

**Course Time:** Fall, 2014 Semester  
This course will be completed in a during the Fall 2014 semester, beginning on August 25, 2014 and ending on October 10, 2014.  
Prerequisite: None

**Course Dates:**  
August 25, 2014 – October 10, 2014

**Course Description:**  
This course provides a systems approach to schools and psychology of teaching/learning; principles affecting learning and instruction. The course explores psychological theory and research related to learning and instruction in various classroom settings.

**Text**  
*It will also be necessary for you to purchase or have access to the APA Publication Manual (6th Edition).*

**Course Objectives:**  
This course is intended to provide an overview of the theories and principles of psychology related to education. Specifically, the course addresses motivation, learning, development, instruction, assessment, and classroom management. *Psychological Foundations in Education* is designed to be a scientific foundation for the field of education.

This course will evaluate your understanding of aspects of the following outcomes in the MSU Art & Science Model of Teaching. MSUM teacher practitioners will:

- understand a variety of human development models;
- apply knowledge of human development models appropriately;
- understand the major theories of human learning;
- adopt a personal orientation that explains human learning;
- understand the issues and explanations of motivation in educational settings;
set up a plan for effective classroom instruction based on learner needs;
understand the impact culture can play in learning.

Course Format and Instructional Strategies:
The class is offered in an on-line instructional format. Course assignments will be posted each week on D2L. The course will consist of text readings, scholarly research, experiential learning, observation and reporting, case study analyses, student reflection, and written assignments. A final written research paper is required.

Other elements of the course resemble traditional on-campus courses. There is a schedule of assignments, with due dates and grade penalties for work turned in late. There are independent projects and writing assignments.

Assignments and Activities:
Course Lessons will include details for each class period. Each chapter of the text will be discussed. Each week students will complete readings, research, and classroom/school projects. You will receive your reading assignments in advance so you can prepare prior to the first class period.
Course Lessons/Assignments will be posted on D2L prior to each class period.

The Final Paper – Signature Assignment will consist of a 10-15 page research paper on the book, written following APA format. In addition, a minimum of 3 outside references beyond your book will be needed to support your data. Questions to be answered in this paper include: How has this course influenced your philosophy of education in regards to meeting the needs of diverse students? What have you learned or what new ideas have come to you? What theory or theorist do you see as most aligned with your philosophy, and what diversity experiences of your own have influenced your philosophy of how we could better meet the educational needs of our diverse population? Be sure to cite various parts of the book when connecting your thoughts to the readings.
More information will be included in D2L in the final paper topic.

Performance Outcomes:
Performance Outcomes are listed within each weekly lesson of the syllabus. Students who successfully complete ED601 will have attained knowledge and developed documents to demonstrate proficiency with: Conceptual Framework Goals and Professional Standards, the National Board of Teaching for Professional Teaching Standards, ELCC Competencies, and Minnesota Core Leadership Competencies.

National Board of Professional Teaching Standards
Proposition 1: Teachers are Committed to Students and Learning

1A National Board Certified Teachers (NBCT)’s are dedicated to making knowledge accessible to all students. They believe all students can learn.
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They work with other professionals on instructional policy, curriculum development and staff development.

They know how to work collaboratively with parents to engage them productively in the work of the school.

Overview of Course Requirements as Identified in the Textbook

Part 1: Students

Part 2: Learning and Motivation
**Part 3:** Teaching and Assessing

**Weekly Schedule and Course Topics:**
ED 601 will include the following text readings and topics.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title and Topics/Standards Addressed</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Learning, Teaching, and Educational Psychology</strong></td>
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<tr>
<td></td>
<td>Students will review the ED601 Syllabus and D2L operating instructions.</td>
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<td>Students will use D2L each week to further explore and understand syllabus instructions. Students will obtain textbook for the course. Required textbook:</td>
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<tr>
<td></td>
<td>Students will read Chapter 1 of Woolfolk (2013).</td>
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<td>Students will review lecture notes on D2L and:</td>
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<tr>
<td></td>
<td>• Explain how national standards and good teaching influence contemporary educational practices in a diverse culture.</td>
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<td></td>
<td>• Describe the history and methods used in the field of educational psychology.</td>
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<td>• Recognize key theories of development and learning that influence educational practice.</td>
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<tr>
<td>Assignment Due on August 30 posted on D2L by 8:00pm</td>
<td>After reading Chapters 1, 2, &amp; 3 in the Woolfolk text, Students will review assignment instructions on D2L and complete a reflective essay on a Theory of Educational Psychology. This essay will describe a theory of development, learning, or contextual theory in relationship to a developmental or learning situation you feel is important in your teaching career.</td>
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<td></td>
<td><strong>Instructional Strategies:</strong> Lecture, Direct Independent Learning, Reflection, Experiential Learning</td>
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<td><strong>Primary Standards:</strong></td>
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<td></td>
<td><strong>NBCT Propositions – 2B, 2C</strong></td>
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<td></td>
<td><strong>ELCC Competencies – 1.1b</strong></td>
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<td></td>
<td><strong>MN Core Leadership – K2</strong></td>
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</tbody>
</table>
**Other Standards:** Propositions - 2, 4  
**ELCC Competencies** – 1.1a, 1.1b, 1.2a, 2.3b, 5.1a, 5.2a, 6.1a, 6.1h  
**MN Core Leadership** – K1, K2, K4, L7  
**Framework** – K, R, H

| Week 1 | **Cognitive Development and The Self, Social, and Moral Development**  
Students will read Chapters 2 and 3 of Woolfolk (2013).  
Students will review Lesson 2 & 3 lecture notes relating to Chapters 2 and 3 on D2L and:  
For Chapter 2 learn how to:  
• Provide a definition of development that takes into account the three continuing debates and the three agreed-upon principles, as well as current research on the physical development of the brain.  
• Explain how the underlying principles and stages presented in Piaget’s theory of cognitive development influence current educational research and practice.  
• Explain how the underlying principles and stages presented in Vygotsky’s theory of development influence current educational research and practice.  
• Describe the processes underlying development of language, including emerging literacy skills.  
For Chapter 3:  
• Discuss how the components of Bronfenbrenner’s bioecological model influence development and education.  
• Describe general trends and group differences in physical development through childhood and adolescence.  
• Describe general trends and group differences in the development of self-concept and identity.  
• Characterize theories and trends in understanding others and in moral development.  

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions – 4A, 4B**  
**ELCC Competencies – 1.1a**  
**MN Core Leadership – A4**
### Week 2

#### Learner Differences and Learning Needs

Students will read Chapter 4 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 4 on D2L and:

- Relate theories and research of intelligence and learning styles to classroom practices.
- Discuss implications of the IDEA for contemporary education.
- Consider the special educational needs of students with learning challenges.
- Consider the special educational needs of students who are gifted and talented.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions – 1A, 1B, 1C, 1D**

**ELCC Competencies – 2.2a**

**MN Core Leadership – C2**

**Other Standards: Propositions** 1, 3, 4, 5

**ELCC Competencies -** 1.1a, 1.1b, 1.3a 2.1a, 2.2a, 2.2b, 2.3a, 2.3c, 3.3b, 5.3a

**MN Core Leadership** – C1, C2, C5, D3, E3, H1, H4, I2, I4, I5,

**Framework** – K, H, C

### Week 2

#### Language Development, Language Diversity, and Immigrant Education

Students will read Chapter 5 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 5 on D2L and:
- Understand how language develops and how to support emergent literacy
- Understand what happens when students develop two languages
- Discuss whether English immersion or bilingual education is better for English language learners
- Define sheltered instruction and how it works
- Discuss how teachers can recognize special language needs and talents when students do not speak English.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions** – 3A, 3B, 3C, 3D

**ELCC Competencies** – 2.1a

**MN Core Leadership** – A1

**Other Standards: Propositions** – 1, 3, 5

**ELCC Competencies** – 1.1b, 1.2b, 2.1a, 2.2b, 2.3b, 3.1c, 3.2c, 4.1a, 4.1b, 4.1d, 4.1g, 4.2a, 4.2b, 4.2d, 6.1b, 6.1c, 6.1f, 6.1g, 6.2a, 6.3c,

**MN Core Leadership** – A1, A7 C1, C2 C4, C5 D2, E3, H1, H6, I4, K4,

**Framework**- K, C, H, R

### Week 2

**Culture and Diversity**

Students will read Chapter 6 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 6 on D2L and:

- Describe how social class, race, ethnicity, language, and gender influence teaching and learning in a diverse society.
- Apply research on diversity to the creation of culturally compatible classrooms.

Read Chapters 4, 5, & 6 of the Woolfolk text and complete a self-assessment of the following areas:

a) theories of intelligence and learning styles;
b) special education needs of children with learning challenges;
3) think about how language develops and how to support emergent literacy;
4) assess thoughts on social class, ethnicity, language, and gender influence your teaching in a diverse classroom.
This self-assessment will be important as students complete the final assignment, which is the Signature Assignment for ED601.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions** – 3A, 3B, 3C, 3D

**ELCC Competencies** – 2.1a

**MN Core Leadership** – A1

**Other Standards:** **Propositions** – 1, 3, 5

**ELCC Competencies** – 1.1b, 1.2b, 2.1a, 2.2b, 2.3b, 3.1c, 3.2c, 4.1a, 4.1b, 4.1d, 4.1g, 4.2a, 4.2b, 4.2d, 6.1b, 6.1c, 6.1f, 6.1g, 6.2a, 6.3c,

**MN Core Leadership** – A1, A7 C1, C2 C4, C5 D2, E3, H1, H6, I4, K4,

**Framework**- K, C, H, R

### Week 3

**Behavioral Views of Learning**

Students will read Chapter 7 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 7 on D2L and:

- Define learning, and distinguish among the processes involved in association through contiguity, classical conditioning, and operant conditioning.
- Apply behavioral approaches to modifying behavior in and out of the classroom.
- Discuss contemporary challenges to behavioral theories of learning and concerns about their application.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions** – 1A, 1B, 1C, 1D
<table>
<thead>
<tr>
<th>Student Self-Assessment Assignment</th>
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<tbody>
<tr>
<td><strong>Cognitive Views of Learning</strong></td>
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<tr>
<td>Students will read Chapter 8 in Woolfolk (2013).</td>
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<tr>
<td>Students will review lecture notes relating to Chapter 8 on D2L and:</td>
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<tr>
<td>• Differentiate between behavioral and cognitive views of learning.</td>
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<td>• Identify the components of the information processing model of memory.</td>
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<td>• Describe the processes involved in storing and retrieving different types of information from long-term memory.</td>
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<td>• Describe trends and strategies involved in becoming knowledgeable.</td>
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<td>Read Chapters 7, 8, &amp; 9 of the Woolfolk text and assess the following: a) how would you apply behavioral approaches to modifying behavior, b) differentiate between behavioral and cognitive views of learning, 3) explain the processes involved in creative problem solving, and 4) identify factors that influence students ability to think critically and to apply knowledge learned to new situations.</td>
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<td><strong>Instructional Strategies:</strong> Lecture, Direct Independent Learning, Reflection, Experiential Learning</td>
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<td><strong>Propositions – 2B, 2C</strong></td>
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<td><strong>ELCC Competencies – 2.2a</strong></td>
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<td><strong>MN Core Leadership – 12</strong></td>
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<td><strong>Other Standards: Propositions -2, 4,</strong></td>
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<tr>
<td><strong>ELCC Competencies – 1.1a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3c, 2.4b, 6.1a,</strong></td>
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<td>Week 4</td>
<td><strong>Complex Cognitive Processes</strong></td>
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<td>Students will read Chapter 9 in Woolfolk (2013).</td>
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<td>Students will review lecture notes relating to Chapter 9 on D2L and:</td>
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<td>• Discuss the roles of metacognition and learning strategies in learning and remembering.</td>
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<td>• Explain the processes involved in problem solving, including creative problem solving.</td>
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<td>• Identify factors that influence students’ abilities to think critically and to apply knowledge learned to new situations and problems.</td>
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<td><strong>Instructional Strategies:</strong> Lecture, Direct Independent Learning, Reflection, Experiential Learning</td>
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<td><strong>Primary Standards:</strong></td>
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<td>Propositions – 4A, 4B</td>
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<td>ELCC Competencies – 2.3c</td>
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<td>MN Core Leadership – H4</td>
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<td><strong>Other Standards:</strong> Propositions - 2, 4,</td>
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<td></td>
<td>ELCC Competencies – 1.1a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3c, 2.4b, 6.1a,</td>
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<td>MN Core Leadership – A2, C1, C2, C4, F3, F5, H4, I1, I2,</td>
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<td><strong>Framework</strong> - H, R, K</td>
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<tr>
<th>Week 4</th>
<th><strong>The Learning Sciences and Constructivism</strong></th>
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<td>Students will read Chapter 10 in Woolfolk (2013).</td>
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<td>Students will review lecture notes relating to Chapter 10 on D2L and:</td>
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<td>• Describe the collaborative approach that led to the interdisciplinary field of learning sciences.</td>
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</table>
• Explain how learning is a constructive process, and apply constructivist principles to classroom practice.
• Evaluate the use of community-based activities and technological innovations in learning activities inside and outside the classroom.

Students will review Chapter 10 assignment instructions on D2L and complete a 2 page essay on a Service Learning Activity conducted or planned in their classroom.

Specific instructions include: after reading Chapter 10 of the Woolfolk text, implement a simple Service Learning activity in your classroom. Describe what you did and what the results were. Include the five components of Service Learning in your paper:

a. Be organized and designed to meet real needs in the community;

b. Should be integrated in the curriculum;

c. Should provide opportunities to reflect and analyze the outcomes of the experience;

d. Should apply the service learning experience to academic skills; and

e. Should enhance academic learning and caring for others.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions – 3A, 3B, 3C, 3D 5A, 5E**

**ELCC Competencies – 4.2b**

**MN Core Leadership – A4**

**Other Standards: Propositions – 2, 3, 4,**

**ELCC Competencies - 1.1b, 1.2b, 2.2a, 2.2b, 2.2c, 2.3b, 2.3c, 4.1c, 4.2b, 6.1a,**

**MN Core Leadership – A1, A2, A4, A9, C1, C2, C5, H1, H3, H4, H6, I1, I2, I3, I5,**

**Framework – K, R, C**

**Week 5**

**Social Cognitive Views of Learning and Motivation**
Students will read Chapter 11 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 11 on D2L and:

- Define and apply basic principles of social cognitive theories of learning and motivation.
- Describe important components of self-regulated learning, and explain how they affect students’ classroom performance.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning

**Primary Standards:**

**Propositions** – 1A, 1B, 1C, 1D

**ELCC Competencies** – 1.2b

**MN Core Leadership** – A2

**Other Standards: Propositions** -1, 2, 4,

**ELCC Competencies** - 1.1b, 1.2b, 2.2a, 2.2b, 2.2c, 2.3b, 2.3c, 4.1c, 4.2b, 6.1a,

**MN Core Leadership** - A1, A2, A4, A9, C1, C2, C5, H1, H3, H4, H6, I1, I2, I3, I5,

**Framework** – K, R, H

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**Week 5**

*Motivation in Learning and Teaching*

Students will read Chapter 12 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 12 on D2L and:

- Define motivation and differentiate among five theoretical explanations for learner motivation.
- Explain how learners’ needs, goals, beliefs, interests, and emotions can influence their motivation to learn.
- Explain how teachers can influence and encourage students’ motivation to learn.

**Instructional Strategies:** Lecture, Direct Independent Learning, Reflection, Experiential Learning
Primary Standards:

Propositions – 3A, 3B, 3C, 3D

ELCC Competencies – 2.3b

MN Core Leadership – A2

Other Standards: Propositions – 1, 3, 5

ELCC Competencies – 1.1a, 1.1b, 1.3a, 2.1a, 2.2a, 2.3b, 2.3c, 4.1a, 4.1b,

MN Core Leadership – A2, A4, A9, C1, C3, C5, I1, I2, I4,

Framework - R, H, C

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Week 6

Creating Learning Environments

Students will read Chapter 13 in Woolfolk (2013).

Students will review lecture notes relating to Chapter 13 on D2L and:

- Identify guidelines for creating and maintaining a classroom climate conducive to academic achievement and socio-emotional well-being.
- Identify strategies for preventing and addressing student misbehaviors, including bullying and violence.
- Characterize successful teacher–student communication.

Instructional Strategies: Lecture, Direct Independent Learning, Reflection, Experiential Learning

Primary Standards:

Propositions – 3A, 3B, 3C, 3D

ELCC Competencies – 3.2a

MN Core Leadership – F5

Other Standards: Propositions -1, 3, 4, 5

ELCC Competencies -1.1b, 1.2b, 1.3a, 1.3b, 1.4b 1.5a, 2.2c, 2.3a, 2.3c, 3.1a, 3.1b, 3.2a, 3.3b, 3.3c, 4.3b,
<table>
<thead>
<tr>
<th>Week 6</th>
<th>MN Core Leadership – A10, B3, B6, B7, C2, C3, F1, F2, F4, F5, F9, H5, I3, I6, H Framework – R, H, C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Every Student</strong></td>
<td>Students will read Chapter 14 in Woolfolk (2013). Students will review lecture notes relating to Chapter 14 on D2L and:</td>
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<tr>
<td></td>
<td>• Identify the characteristics of effective teachers.</td>
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<td>• Describe the processes involved in planning a lesson and differentiate among basic formats for putting plans into action.</td>
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<td>• Define differentiated instruction, and apply the approach to teaching a diverse group of students.</td>
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<td><strong>Instructional Strategies:</strong></td>
<td>Lecture, Direct Independent Learning, Reflection, Experiential Learning</td>
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<tr>
<td><strong>Primary Standards:</strong></td>
<td>Propositions – 1A, 1B, 1C, 1D</td>
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<tr>
<td><strong>ELCC Competencies – 2.1a</strong></td>
<td>MN Core Leadership – C1</td>
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<tr>
<td><strong>Other Standards: Propositions</strong> - 2, 4 5</td>
<td>ELCC Competencies – 1.2b, 1.3a, 1.4a, 1.5a, 1.5b, 2.1a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3c, 3.1a, 3.3b, 4.1a, 4.1c, 4.1g, 4.2c, 4.2d, 5.1a, 5.2a</td>
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<td><strong>ELCC Competencies</strong> – 1.2b, 1.3a, 1.4a, 1.5a, 1.5b, 2.1a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3c, 3.1a, 3.3b, 4.1a, 4.1c, 4.1g, 4.2c, 4.2d, 5.1a, 5.2a</td>
<td>MN Core Leadership – A3, A5, A8, A9, B2, B4, B6, B7, C1, C5, D3, E2, E3, F1, F2, F3, F5, H1, H2, H4, I1, I2, I4, I5, I6, K3, K4, L1,</td>
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<tr>
<td><strong>Framework –K, R</strong></td>
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<tr>
<td>Week 6</td>
<td>Classroom Assessment, Grading, and Standardized Testing</td>
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<tr>
<td>Students will read Chapter 15 in Woolfolk (2013). Students will review lecture notes relating to Chapter 15 on D2L and:</td>
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<td></td>
<td>• Students will review lecture notes relating to Chapter 15 on D2L and:</td>
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<td>• Explain how well-designed classroom assessments serve a variety of purposes in the classroom.</td>
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<td>• Discuss strengths and limits of testing and alternative forms of classroom</td>
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14
<table>
<thead>
<tr>
<th>Assignment Due on October 4, 2014 posted on D2L by 8:00pm</th>
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<tr>
<td><strong>assessments.</strong></td>
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<tr>
<td>• Describe strategies and guidelines for summarizing student achievement with grades and standardized tests.</td>
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<td>Read Chapters 11-15 in the Woolfolk text. Complete a two page reflective essay on your preference for standardized testing vs. authentic assessment for evaluation of student work and why. Discuss your philosophy on Standardized Testing versus Authentic Assessments. Discuss strengths and limitations of testing and alternative forms of classroom assessments. Describe strategies for summarizing student achievement with grades and standardized tests.</td>
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<td><strong>Instructional Strategies:</strong> Lecture, Direct Independent Learning, Reflection, Experiential Learning</td>
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<td><strong>MN Core Leadership – B2</strong></td>
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<td><strong>Other Standards: Propositions</strong> – 2, 3, 4</td>
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<td><strong>ELCC Competencies</strong> – 1.2b, 1.3b, 1.4b, 1.5a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3c, 3.3b, 4.2b, 4.3a, 5.1a, 5.2a, 5.3a, 6.1a,</td>
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<td><strong>MN Core Leadership</strong> – A1, A8, A10, B2, C2, D1, D3, G1, G2, G4, G6, G9, H1, H3, H4, I1, I3, I4,</td>
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<tr>
<td><strong>Framework</strong> – K, R</td>
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<th>Week 7</th>
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<tr>
<td><strong>Research Work</strong></td>
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<tr>
<td>Use the Library to search for scholarly research relating to your final paper topic.</td>
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<td><strong>Instructional Strategies:</strong> Direct Independent Learning, Reflection, Experiential Learning, Project-based Learning</td>
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<tr>
<td><strong>Primary Standards:</strong></td>
</tr>
<tr>
<td><strong>Propositions – 1A, 1B, 1C, 1D</strong></td>
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<td><strong>ELCC Competencies – 1.2a</strong></td>
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<td><strong>MN Core Leadership – H2</strong></td>
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<tr>
<td><strong>Other Standards: Standards: Propositions</strong> – 1, 3, 5</td>
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</table>
| ELCC Competencies - 1.1a, 1.1b, 1.2a, 1.3a, 1.4a, 2.1a, 2.2a, 2.4a, 3.1a, 3.3a, 4.1a,  
MN Core Leadership – A1, A3, A8, A9, B2, C2, C5, D3, E3, F1, F3, H1, H2, H4, I1, I2, I3,  
Framework – K, R, H, C  |
|---|---|
| **Week 8**  
Final Paper Due on October 10, 2014 posted on D2L by 8pm  | **Final Paper Due**  
The Final Paper will consist of a 10-15 page research paper on the book, written following APA format. In addition, a minimum of 3 outside references beyond your book will be needed to support your data.  
*How has this course influenced your philosophy of education in regards to meeting the needs of diverse students? What have you learned or what new ideas have come to you? What theory or theorist do you see as most aligned with your philosophy, and what diversity experiences of your own have influenced your philosophy of how we could better meet the educational needs of our diverse population? Be sure to cite various parts of the book when connecting your thoughts to the readings.*  
See the following outline and review the course site on D2L for specific questions that should be addressed in this research paper.  
**In this research paper, students will answer/address:**  
- How has this course influenced your philosophy of education in regards to meeting the needs of diverse students? *(UNDERSTANDING OF PEDAGOCIAL CONTENT)*  
- What have you learned or what new ideas have come to you? *(UNDERSTANDING OF PEDAGOCIAL CONTENT) and (UNDERSTANDING OF INSTRUCTIONAL STRATEGIES)*  
- What theory or theorist do you see as most aligned with your philosophy, *(UNDERSTANDING OF THEORIES OF PEDAGOGY AND LEARNING)*  
- What diversity experiences of your own have influenced your philosophy of how we could better meet the educational needs of our diverse population? *(UNDERSTANDING OF INSTRUCTIONAL STRATEGIES) and (ASSESSMENT OF STUDENT LEARNING)*  
- Be sure to cite various parts of the book when connecting your thoughts to the readings. *(UNDERSTANDING OF PEDAGOCIAL CONTENT)*  
**Steps to developing the ED601 Signature Assignment research paper:**  
1. Provide a context for this paper in terms of your Philosophy of Education.  
   - How does it relate to where you are teaching? *(UNDERSTANDING OF PEDAGOCIAL CONTENT) , (UNDERSTANDING OF THEORIES OF*
2. Discuss new strategies you have learned as a result of this course.

• Have you implemented those strategies? (UNDERSTANDING OF INSTRUCTIONAL STRATEGIES)

• What was the outcome? (UNDERSTANDING OF INSTRUCTIONAL STRATEGIES) (ASSESSMENT OF STUDENT LEARNING)

• What would you do differently? (UNDERSTANDING OF INSTRUCTIONAL STRATEGIES) (ASSESSMENT OF STUDENT LEARNING)

3. Discuss your personal experiences with diversity.

• Think about various diversity experiences, not only race and ethnicity, but also gender, sexual preference, family type, socioeconomic status, disabilities, etc. (UNDERSTANDING OF PEDAGOGICAL CONTENT)

• How do you believe your experiences can be used to support student learning? (UNDERSTANDING OF INSTRUCTIONAL STRATEGIES) (ASSESSMENT OF STUDENT LEARNING)

4. Seek additional research data to support your philosophy and instructional strategies. (UNDERSTANDING OF PEDAGOGICAL CONTENT) (UNDERSTANDING OF INSTRUCTIONAL STRATEGIES)

• Utilize scholarly research from the library, on-line databases or other research information

• Search for data to support your philosophy of education and instructional strategies.

5. Follow APA format (6th edition of the APA manual) to complete the research paper.

• Use APA format for page numbers, headings, cite references, etc.

**Instructional Strategies:** Direct Independent Learning, Reflection, Experiential Learning, Project-based Learning

**Primary Standards:**
Accountability for Assignments:
Required readings for the course are modest in length and should be read with care.

Written assignments are submitted through the D2L. Documents must be in either MS Word or RTF (rich text format) file format. Grades and comments will be provided within a week of submission, either by email or in the assignment comment area on D2L.

Papers or other assignments not originally turned in on time will receive grade penalties; 1 point will be deducted for each day the assignment is late. No assignment will be accepted after 4 p.m. on the last day of class, and any assignment not completed by that time will be scored 0.

Evaluation:
Students’ progress in the course will be evaluated by assessment of each assignment in terms of quality of work, preparation, and understanding of materials. There are 4 assignments. Each reflective essay (3 reflective essays) worth 20 points and the final research paper (1 research paper) worth 100 points with 20 points for APA format and 80 points for content for research papers. The total course is worth 160 points.

Final Grade:
Your grade for the course will be calculated on the basis of the total points you have accumulated as a percentage of possible points:
A= 90% to 100%
B= 80% to 89%
C=70% to 79%
D= 60% to 69%
F= below 60%

Conceptual Framework: Institutional Goals and Professional Standards
This course is aligned with the Conceptual Framework of the MSUM Education Unit (see below) which aims to produce future professionals who are knowledgeable, reflective, humanistic, and creative. The aim of the Teacher Preparation Program is to produce future professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates’ actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant
of the aesthetic elements of the world and draw on that knowledge to make curricular decisions
designed to help students not only learn about aesthetics, but to also learn how to think about the
world at large.

If you have a disability:
Students with disabilities who believe they may need an accommodation in this class are
couraged to contact Greg Toutges, Director of Disability Resource Center at 477-2131 (Voice)
or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations
are implemented in a timely fashion.

Academic Honesty:
The University expects all students to represent themselves in an honest fashion. In academic
work, students are expected to present original ideas and give credit for the ideas of others. The
value of a college degree depends on the integrity of the work completed by the student.

When an instructor has convincing evidence of cheating or plagiarism, the following actions may
be taken: assign a failing grade to the assignment in question, or assign a failing grade for the
course in which the student cheated. For informational purposes, instructors may choose to
report the offense, the evidence, and their action to the Dean of their college, or the Vice
President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the
offense warrants a different or additional penalty, the incident may be reported to the Student
Conduct Committee through the Student Support Services Office. The Student Conduct
Committee will follow procedures set out in the Student Conduct Code. After its review of the
case, and fair and unbiased hearing, the Student Conduct Committee may take disciplinary action
if the student is found responsible. (See Student Conduct Code for details)

A student who has a course grade reduced by an instructor because of cheating or plagiarism,
and who disputes the instructor's finding, may appeal the grade, but only by using the Course
Grade Appeal Policy, which states that the student must prove the grade was arbitrary,
prejudicial, or in error.