Time & Location: Tuesday 6:00-9:00 PM; Lagomarcino Hall W142

Instructor: Sean Taylor
Phone: Office: (515) 433-5211; Home: 233-4622 (no calls after 9pm)
Email: aseantay@gmail.com (preferred) or ataylor@dmacc.edu
Office Hours: By appointment before or after class (please let me know ahead of time if you would like to meet before class)

Graduate Assistant: Michelle Garland
Office: L’Marcino N013
Phone: 294-5927
Email: mgarland@iastate.edu
Office Hours: By appointment

Textbooks:

Course Description:

CI 333. Educational Psychology. (Same as Psych 333). Prerequisites for this course are: CI 201, Psych 230 or HD FS 102, application to the teacher education program or major in psychology. Classroom learning with emphasis on cognitive development, cognitive learning theory, and instructional techniques. Major emphasis on measurement theory and the classroom assessment of learning outcomes. CI 333 is intended for pre-service educators who will serve in secondary settings (9-12). This course will enable students to demonstrate competencies for Iowa teacher licensure performance standards in the areas of Student Learning (#1) and Assessment (#7).
Course Goals and Learner Outcomes:

This course will use lectures, discussions, readings, activities, and application exercises to enable students to gain knowledge and skills relating to:

- Applying contemporary theories and research in learning, cognition, and motivation to understanding of classroom events, including instruction, classroom management, and assessment
- Planning and implementing effective learning and teaching activities for elementary classrooms
- Understanding, interpreting, and developing classroom and standardized assessments for informing instruction and making sound educational decisions

Class Format:

Class time will consist of lecture, discussions, small group activities, and in-class assignments. Students are responsible for all reading assignments given from the texts. It is important to note that not every topic assigned in the text will be covered in class, nor will all lecture material come from the text. Therefore, please come prepared to take good notes and read the assigned chapter before coming to class!

Evaluation Procedures:

This course will employ multiple opportunities for students to demonstrate their knowledge. A total of 340 points is available:

- **In-class Examinations:** There will be three in-class examinations. These exams will consist of objective and short answer items and will take approximately 1 hour to complete. There will be 3 exams on **Feb 10th, Mar 10th, and May 5th**. Each exam will be worth 50 points.

- **Book Report:** More information will be given in class. 100 points

- **Written Assignments:** There will be two written assignments that assess your thinking and understanding of readings and class content. **Assignment #1** will be a short essay answering a question pertaining to information covering Classroom Management. This assignment is worth 20 points and is due on **April 7th**. **Assignment #2** will be an activity in which you will gain assessment experience by developing test questions related to course and text content. This assignment is worth 50 points and is due on **April 21st**. This assignment will also assist you in preparing for the final exam.

- **In-class Assignments:** During twelve class meetings, there will be an in-class assignment or quiz that will be graded. Your 10 best assignment scores will count towards your final grade (you may miss two assignments without penalty). Each assignment is worth 2 points, for a total of 20 points towards your final grade from in-class assignments. Assignments will usually consist of the following: (1) short quizzes about the content of lecture and readings or (2) written reflections to recently assigned class readings and topics. In-class assignments may NOT be made up; you must be present to obtain credit.
Grading:

Course Policies:

The general expectation is that students will be able to attend all class meetings and complete all assignments and exams on time. Attendance is INCREDIBLY important, given the class only meets once per week. Make-up exams will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the absence. In-class assignments may not be made up. Please DO NOT ask the instructor for his personal notes if you miss class. It is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email.

Participation in class activities and discussions is encouraged and expected. Ask questions!

Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with University policies, which are posted on the Web at www.iastate.edu/~catalog/2003-05/geninfo/regulate.htm#dishonest

- We wish to facilitate the learning of all students in the class. If you have a documented disability that may affect your ability to participate fully in the course or if you require special accommodations, you should contact the Disability Resources Office, 1076 Student Services Building, 294-6624. The Disability Resources Office will provide a Student Academic Accommodation Request form for this class outlining the appropriate accommodations needed. Working with the Disability Resources Office is the university’s approved procedure for receiving accommodations. Use of accommodations in the classroom or in testing situations will remain confidential.

- We place a high value on class time and will make every possible effort to hold class in spite of poor weather conditions. However, it is not expected that faculty or students will take extreme risks in order to attend class. In the event of inclement weather, please check WebCT mail for a possible cancellation notice. In most cases, a decision will be made by 4:00 on the day of class if class will be canceled that evening. If class is held but you do not feel it is safe to travel, please notify me or the class assistant as soon as possible by email or telephone.
### Daily Topics and Assignments:

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<thead>
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<th>Date</th>
<th>Topic:</th>
<th>Readings/Assignment Due:</th>
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<tr>
<td>Jan 13</td>
<td>Introduction to Course &amp; Topics</td>
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<tr>
<td>Jan 20</td>
<td>Cognitive Development</td>
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<td>Jan 27</td>
<td>Learner Differences and Learning Needs</td>
<td>Woolfolk chs 4-5</td>
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<td>Woolfolk ch 3</td>
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<td>Feb 10</td>
<td>Behavioral Views of Learning</td>
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<td>Feb 17</td>
<td>Cognitive Views of Learning</td>
<td>Woolfolk ch 7</td>
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<td>Feb 24</td>
<td>Complex Cognitive Processes</td>
<td>Woolfolk ch 8-9</td>
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<td>Social Cognitive and Constructivist Views of Learning</td>
<td>Presentation Assignment Given</td>
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<td>Mar 3</td>
<td>Motivation in Learning and Teaching</td>
<td>Woolfolk ch 10</td>
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<td>Mar 10</td>
<td>Engaged Learning</td>
<td>Woolfolk ch 11,12</td>
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<td>Creating Learning Environments</td>
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<td>EXAM 2 (chs 6-10)</td>
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<td>Mar 17</td>
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<td>Mar 24</td>
<td>Presentations</td>
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<td>Mar 31</td>
<td>Presentations</td>
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<td>Apr 7</td>
<td>Teacher-developed tests</td>
<td>Popham ch 6, 7, 8, 9</td>
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<td>Popham ch 11, 12</td>
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<td>Woolfolk ch 15</td>
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<td><strong>Assignment #1 due</strong></td>
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<td>Apr 14</td>
<td>Standardized Tests</td>
<td>Woolfolk ch 14</td>
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<td><strong>Popham 1-5</strong></td>
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<td>Apr 21</td>
<td>Student Panels</td>
<td>Assignment #2 Due</td>
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<td>Apr 28</td>
<td>Teacher Evaluations and Test Review</td>
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<tr>
<td>May 5</td>
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Designated Performance Indicators for Iowa Licensure Requirements  
CI 333  Fall 2008

**Background**

The State of Iowa has adopted new performance standards or competencies for teacher licensure. Each teacher education program must help students develop the competencies needed to meet these performance standards. The program must demonstrate that each student recommended for licensure meets minimal competencies in these standards. In order to obtain a teaching license, each student, who started as a freshman in Fall 2001 or thereafter, must demonstrate that he or she has met the minimal performance standard competencies for licensure.

At ISU, for students in elementary education and early childhood education who began as freshmen in Fall 2001 or later, demonstration of minimal competency will be met in two ways:

1. Each course in the required teacher education professional core and pedagogical courses will impact multiple standards. The standards impacted in that course will be identified in materials distributed to students. Students will need to earn a minimum grade of C in the course to demonstrate minimal competencies across all the standards impacted by the course.

2. Each course will also identify one or more specific performance outcomes assessment assignments that are required in the course. These assignments are called Designated Performance Indicators or DPIs for short. The scoring criteria for these assignments will also be provided to the students. Students will complete the assignments and be evaluated on the assignments on the following scale (note: the assignment may also count in the overall course grade): unacceptable, marginally acceptable, acceptable. Students who do not perform at a marginally acceptable or acceptable level (i.e., their performance is unacceptable on the DPI) will be required to retake the course. Students may not receive more than two marginally acceptable assignments across all their courses. Students who receive a third marginally acceptable assignment will be required to retake a course to reduce the number.

**State of Iowa and Iowa State University Teaching Performance Standards**

As pre-service teachers, part of your goals in this course is to develop the competencies expected by the State of Iowa for licensure as a teacher. The general competencies required are listed below. A description of how this course relates to the competency is indicated under each competency. It is your responsibility, in this experience, as well as in all of your preparatory experiences, to focus your energies on using the experience to develop and strengthen your level of proficiency with respect to each competency. As you go through each experience in the course, you need to ask yourself: *How have I used this experience to develop and enhance my professional development?*
1. **Student Learning.** The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social, and personal development. *CI 333 relates most directly to this competency. This course covers theories of learning, development, and thinking that provide the basis for your understanding of learning and development as specified in the standards. The course also covers the implications of these theories for planning and creating learning opportunities that help students grow in their intellectual competence and their career skills. In the discussion of motivation and metacognition, the course also provides the theoretical background necessary to understand social and personal development and again focuses on using this understanding and knowledge to provide meaningful learning opportunities for students.*

2. **Diverse Learners.** The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners. *CI 333 speaks to this competency. The course covers theories of intellectual ability and styles that relate to student differences in their approaches to learning. The course also discusses approaches to educating diverse learners (e.g., special education, classroom accommodations) as well as differences in motivation that relate to differences in learning. This information is related to developing instructional opportunities. However, because ECE/ELED students take CI250, much of the understanding of diversity is developed in that course.*

3. **Instructional Planning.** The practitioner plans instruction based upon knowledge of subject matter, students, community, curriculum goals, and state curriculum models. *Except for helping to developing understanding of students as related to competency 2, this aspect of the competency of curriculum planning is addressed in content courses and other teacher preparation courses and not in CI 333.*

4. **Instructional Strategies.** The practitioner understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. *CI 333 speaks strongly to this competency. A major portion of CI 333 involves using theories of learning and development to create learning strategies for promoting critical thinking and problem solving. Students review various instructional strategies and are asked to think critically about the strategies with their own lesson plans.*

5. **Learning Environment/Classroom Management.** The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. *CI 333 also speaks very strongly to this competency. Much of the theory relates to the creation of learning environments that facilitate active learning. We cover current theories of motivation and classroom management techniques. Students are asked to think about problems in real life classroom situations and to develop implications from the theory and management strategies covered to improve those situations.*

6. **Communication.** The practitioner uses knowledge of effective verbal, non-verbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom. *Active inquiry is modeled in CI 333 in a variety of ways. In-class activities and discussions involve active inquiry and the use of relevant theory and knowledge in problem-based learning. Students must communicate about such ideas. Thus, while the primary responsibility for developing communication as a learning tool is elsewhere (CI201), CI 333 supports the development of competency in this area.*

7. **Assessment.** The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner. *CI 333 speaks very strongly to this competency. About half of the course is devoted to development and understanding of formal and informal assessment strategies and understanding and using assessment as a tool to support students’ learning and development.*
8. **Foundations, Reflection, and Professional Development.** The practitioner continually evaluates the effects of the practitioner’s choices and actions on students, parents, and other professionals in the learning community, and actively seeks opportunities to grow professionally. *CI 333 provides the theoretical tools and helps to develop attitudes that promote reflection about one’s teaching. However, primary responsibility for the development of these competencies lies in other courses.*

9. **Collaboration, Ethics, and Relationships.** The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development. *CI 333 does not address this competency in great detail; however, students participate in small group discussions to foster collegiality and learn from one another.*

10. **Computer Technology Related to Instruction.** The practitioner uses computer technology to enhance student learning. *The primary responsibility for the development of skills in this area lies in other courses (e.g., CI201).*

**Designated Performance Indicators Assignments in CI 333**

In this course, Performance Indicators are required for **Competency #1: Student Learning**, and **Competency #7: Assessment**. The specific performance assignments and scoring criteria are indicated below.

**DPI for Competency #1: Student Learning**

Exams 1 and 2 will serve as the DPI for this competency. These exams cover content related to the theme of the unit, Understanding Students. Topics include development, learning theories, motivation, problem solving, and exceptional learners. The format of the exams (multiple choice and short answer) requires students to recognize, apply, and produce knowledge in order to demonstrate mastery of content.

**Scoring Criteria:** Each Exam is worth 50 points, for a total of 100 points possible between the two exams. Combined total scores of 70 points and higher (70% and above) will achieve a designation of “acceptable.” Scores 69 points and below will achieve a designation of “unacceptable.” Note: Scores ending in decimal points of .5 or higher will be rounded to the next highest whole number with regard to DPI designation, NOT with regard to overall class point total (until all points have been accumulated).

**DPI for Competency #7: Assessment**

Assignment #2 and the Final Exam will serve as the DPIs for this competency. These assignments cover the assessment portion of the course and require students to demonstrate an understanding and application of the issues, uses, and interpretations of various forms of informal and formal assessment.

**Scoring Criteria:** Assignment #2 is worth 50 points and the Final Exam is worth 50 points, for a total of 100 points. Combined points totaling 70 and higher (70% and above) will achieve a designation of “acceptable.” Scores 69 points and below will achieve a designation of “unacceptable.” Note: Scores ending in decimal points of .5 or higher will be rounded to the next highest whole number with regard to DPI designation, NOT with regard to overall class point total (until all points have been accumulated).

**Maintaining Records**

All students to whom the new standards apply (i.e., those who were freshmen in Fall 2001 and thereafter) will be required to keep a copy of their graded performance assessment standard assignments across their years at ISU and will turn in the collection of assignments when they apply for licensure. This collection of assignments and their grades in required courses will constitute the student’s “proof” that they have met the performance outcomes requirements. Information and suggestions on how to do so will be provided to students for whom this relevant.
ASSIGNMENT #1 GUIDELINES

For this assignment, I would like to see how you are thinking about classroom management. You will write a brief essay to demonstrate your understanding of the topic. The essay is worth **20 points** towards your final grade. Please try to limit your response to **2-3 DOUBLE-SPACED TYPED PAGES**.

Scoring for your essay will be holistic, based on communicative clarity of response, completeness in addressing all components of the question, evidence of thoughtful reflection, correctness of information, and freedom from mechanics errors and typos.

**Guidelines.**

The key to effective classroom management is preventing problems from occurring in the first place. What specific things will you, as a teacher, do to prevent problems from occurring in your classroom? To respond to this question, you should identify and describe the main components of effective classroom management (as outlined in class) and indicate how you plan to address them in your future classroom. Please identify the grade level with which you are planning to use you management techniques. What approach to classroom management do you see your plans falling under? Why do you adhere to this approach?

You may need to find information from outside your text and classroom notes. Please use appropriate citations for the references used in your essay.

**THIS ASSIGNMENT IS DUE ON APRIL 7th.**
ASSIGNMENT 2 GUIDELINES

The Assignment will require you to gain experience developing an assessment. For this assignment, you will develop assessment questions pertaining to the Popham chapters on assessment that we have covered in class so far. Your task is to develop test items of varying types that will assess knowledge of material covered thus far.

The guidelines for developing your assessment are as follows:

1. Choose a subject area that you will be teaching or pretend you are going to be a high school teacher

2. Develop a minimum of 20 selected response items of varying types (multiple choice, binary choice, multiple-binary, matching) to assess the topic. Be sure to have different question types and follow the guidelines for item development. Include an answer key.

3. Develop a minimum of 10 constructed response questions on varying types (fill-in, short answer/essay). Indicate how you plan to score the items (holistic or analytic, and provide a scoring key and/or rubric). Use Popham’s guidelines in developing your items and scoring procedures.

4. Organize your test into a format that you would give to students (i.e., include directions, format questions appropriately, free from typos and mechanical errors, etc.).

5. Write a brief (1-2 page) reflection in which you analyze the pros and cons of the different item types. Did you have any difficulties generating items? How well do you feel your items contribute to the test’s validity, reliability, feasibility, absence of bias? What are sources of error you might encounter? What types of items do you see yourself using in your future efforts in developing classroom assessments? Why? How would you assess this information not using a paper/pencil exam? Make sure you address all elements of the reflection completely.

This assignment is worth **50 points** towards your final grade. Your points will be based on the items you develop, evidence that you have followed Popham’s guidelines for test development and scoring, and the quality of your reflection. The point breakdown is as follows:

Selected response questions: 20 points
Constructed response questions: 20 points
Reflection: 10 points

** You may work with a partner on this assignment to spread the workload. If you choose to do this, you must hand in together TWO copies of the SAME test and scoring guidelines containing the required elements, along with TWO SEPARATE reflections containing the required elements (completed independently). I would recommend you each develop some selected response items and some constructed response items to gain practice with item development and to better prepare you for writing your reflection. You and your partner will receive the same scores on the test items and scoring procedures, and separate scores on the reflection.

**THIS ASSIGNMENT IS DUE ON—April 21st**