

Sul Ross State University Rio Grande College
EDUC 3302—Educational Psychology Fall 2020

Course Description:

A study of the teaching-learning process, including assessment and evaluation of student achievement; human growth and development and; knowledge and skills concerning the unique needs of special populations, including multicultural and talented students.

Professor:

Jesse Salazar, Ed.D.

Phone: (O) 830-758-5030

Office: 3107 Bob Rogers Dr.- Eagle Pass Center

Email: jesse.salazar@sulross.edu

Class Meeting Time:

Zoom- T & H (When directed) 4:30 PM

Required Text:

Educational Psychology 6th Edition. John W. Santrock, McGraw-Hill. This is an e-book. You may purchase the ebook and access to the link during the first day of class. Bring a credit/debit card. This is a required text with Connect access.

Connect Web Address:

<https://connect.mheducation.com/class/j-salazar-educ3302-fall-2020-salazar-1>

Course Goals:

This course addresses the following goals:

1. This course is to prepare teacher education students for effective teaching through mastery of theories and application of learning theories.
2. The teacher will plan for instruction which utilizes the appropriate teaching approach for the identified curricular construct.
3. The teacher will create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence utilizing pedagogical instruction strategies which reflect multicultural and special learner students.
4. The teacher will create a learning environment through classroom management techniques supported by best practices and theories which

promote student success.

5. The teacher will fulfill professional roles and responsibilities which adhere to legal and ethical requirements of the profession.
6. The teacher will utilize State of Texas criteria (TEKS) in the planning process and assessment process of assignments and ultimately the State of Texas grade level exam (STAAR).
7. The teacher will use technology in the planning and instruction process for instruction.
8. The teacher will plan and implement opportunities that foster and promote individual and group work as well as problem solving skills applicable in the educational setting.
9. The teacher will utilize multiple assessments including informal, formal and standardized materials and instruments.

Educator Preparation Standards:

EDUC 3302 has been carefully correlated utilizing course content with the standards from Texas State Board of Educator Certification (SBEC). TExES examinations, which are required for Texas Teacher Certification, reflect the standards of this course.

Sub-standards that are to be met in this course specify knowledge, application, and dispositions needed by those desiring to educate students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. Knowledge of the TEKS by teacher education students is expected.

Standards for the course found in this document are located in the TExES Standards section and in the course outline. A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and the TExES Standards for the Generalists EC-6 exam may be found on the State Board for Educator Certification website at www.tea.state.tx.us .

Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Content and Pedagogy

The beginning teacher knows and understands;

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)

- 1.8k repellant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;
- 1.9k the significance of vertical alignment of content, including prerequisite knowledge and skills'
- 1.10k how lessons content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices.

Content and Pedagogy

The beginning teacher knows and understands;

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)
- 1.8k repellant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;
- 1.9k the significance of vertical alignment of content, including prerequisite knowledge and skills'
- 1.10k how lessons content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices.

Assessment of Student Learning

The beginning teacher knows and understands:

- 1.25K the role of assessment in guiding instructional planning;
- 1.26K the importance of creating assessments that are congruent with instructional goals and objectives
- 1.27K the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.28K the role of technology in assessing students learning;
- 1.29k the benefits of the strategies for promoting student self-assessment;
- 1.30K the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Establishing an Environment for Learning and Excellence

The beginning teacher knows and understands;

- 2.4k the importance of communicating enthusiasm for learnings; and
- 2.5k the necessity of communicating teacher expectations for student learning.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication

The beginning teacher knows and understands:

- 3.1k the importance of clear, accurate, communication in the teaching and learning process;

- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students ages, interests, and backgrounds; and
- 3.4 skills and strategies for engaging in skilled questioning and leading effective student discussions.

Engaging Students in Learning

The beginning teacher knows and understands:

- 3.5k criteria for selecting appropriate instructional activities and assignments
- 3.6k how to present content to students in relevant and meaningful ways;
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.9k strategies and techniques for using instructional groupings to promote student learning;
- 3.10k different types of motivation, factors affecting students motivation, and effective motivational strategies in varied learning contexts; and
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

Providing Feedback to Students

The beginning teacher knows and understands:

- 3.12k characteristics of effective feedback for students;
- 3.3k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning.

Demonstrating Flexibility and responsiveness

- 3.15k situations in which teacher flexibility can enhance student learning in the teaching/learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

EDUC 3302/EDUC 3300

Continuing Professional Development

The beginning teacher knows and understands;

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessment to enhance teaching effectiveness.
- 4.11k characteristics, goals and procedures associate with teacher appraisal; and
- 4.12k The importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Content and Pedagogy

The beginning teacher is able to:

- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisite relationships;
- 1.10s plan instruction that makes connections within the discipline and across disciplines; and
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.

Assessment of Student Learning

The beginning teacher is able to:

- 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;
- 1.25s communicate assessment criteria and standards to students;
- 1.26s design assessments, where appropriate, that reflect real- world applications of knowledge and understanding;
- 1.27s promote students' use of self-monitoring and self-assessment;
- 1.28s analyze assessment results to aid in determining students' strengths and needs, and
- 1.29s use assessment results to help plan instruction of groups of students or individuals.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Establishing an Environment for Learning and Excellence

The beginning teacher is able to:

- 2.3s communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectation for students achievement.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback

Communication

The beginning teacher is able to:

- 3.1s communicate directions, explanations, and procedures clearly, accurately and with an appropriate level of detail, both orally and in writing;
- 3/2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.

Engaging Students in Learning

The beginning teacher is able to:

3.7s create lessons with a clearly defined structure around with activities are organized;

3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process,

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.10s represent content effectively and in ways that link the students' prior knowledge and experience;

3.11s use flexible grouping to promote productive students interactions and enhance learning;

3.12s pace lessons appropriately and flexibly in response to student t needs;

3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and

3.14s encourage students' self-motivation and actively engage in learning.

Providing Feedback to Students

The beginning teacher is able to:

3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific,

3.16s promote students' ability to use feedback to guide and enhance their learning; and

3.17s base feedback on high expectations for student learning.

Demonstrating Flexibility and Responsiveness

The beginning teacher is able to:

3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

BA Interdisciplinary Studies (SLOs, Marketable Skills, & Dissemination Plan)

Student Learning Outcomes

1. BA Interdisciplinary Studies: SLO 1- Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8 (EDUC 3304).
2. BA Interdisciplinary Studies: SLO - 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.
3. BA Interdisciplinary Studies SLO - 3 Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Marketable Skills

1. Students have the ability to understand human growth and development.
2. Students have the ability to recognize the influence of diverse social-cultural factors.
3. Students have the skills to utilize multiple methods and strategies to achieve a goal.
4. Students have the skills to effectively use technology.

Procedures for EDUC 3302

You have only one opportunity per assignment. It is highly recommended that you go to your campus to do your work. Cell phones, tablets, and other such devices are not supported for use with blackboards and problems with connectivity will not serve as justifications for missing assignments. Home Internet outages are not valid defenses; come to your campus where there are technicians who can help if you have computer issues. If you choose to work from home, you have no technical support and no acceptable or valid reasons for not getting things done on time.

The due date for your submissions is final according to the instructor or as defined in blackboard. Be sure to allow yourself adequate time for the tasks and do not wait until the last minute as there are no opportunities or “make ups” for late or missing work.

Some assignments are timed. You will be given the amount of time for each assignment as you begin the assignment. You will have one opportunity to complete each of the chapter’s assignments. Do not ask for another opportunity to complete them, as that will not be provided for you.

Weekly Assignments & Activities:

This course schedule is subject to change Date/Class Meeting/Week	Assigned Reading/Task	Topics Covered	Outcome / Performance (Assignments) Due

Week 1-8/24	Chapter 1 Psychology: A Tool for Effective Teaching	Introductions & Syllabus Educators' Code of Ethics Ch.1	-Orientations Videos Completed -Ch.1 Activities Due 8/31
Week 2-8/31	Chapter 2- Cognitive and Language Development	Ch. 2	Ch. 2 Activities Due 9/7
Week 3-9/7	Chapter 3- Social Contexts and Socioemotional Development	Ch. 3	Ch. 3 Activities Due 9/14 Test (Ch. 1-3)
Week 4-9/14	Chapter 4- Individual Variations	Ch. 4	Ch. 4 Activities Due 9/21
Week 5-9/21	Chapter 5- Sociocultural Diversity	Ch. 5	Ch. 5 Activities Due 9/28
Week 6-9/28	Chapter 6- Learners Who Are Exceptional	Ch. 6	Ch. 6 Activities Due 10/5 Test (Ch. 4-6)
Week 7-10/5	Chapter 7 and Social Cognitive Approaches	Ch. 7	Ch. 7 Activities Due 10/12
Week 8-10/12	Chapter 8- The Information-Proce ssing Approach	Ch. 8	Ch. 8 Activities Due 10/19

Week 9-10/19 Mid-Term	Chapter 9- Complex Cognitive Processes	Ch. 9	Ch. 9 Activities Due 10/26
Week 10-10/26	Chapter 10-Social Constructivist Approaches	Ch. 10	Ch.10 Activities Due 11/2 Test (Ch. 7-10)
Week 11-11/2	Assignment: Chapter 11- Learning and Cognition in the Content Areas	Ch. 11	Ch. 11 Activities Due 11/9
Week 12-11/9	Chapter 12- Planning, Instruction, and Technology	Ch. 12	Ch. 12 Activities Due 11/16
Week 13-11/16	Chapter 13- Motivation, Teaching, and Learning	Ch. 13	Ch. 13 Activities Due 11/23 Test (Ch. 11-13)
Week 14-11/23 11/25-27 Holidays	Chapter 14- Managing in the Classroom Chapter 15- Standardized Tests and Teaching	Ch. 14 & Ch. 15	Ch. 14 Activities Due 11/30 Ch. 15 Activities Due 11/30
Week 15-11/30 12/2 Last Class Day	Chapter 16- Classroom & Data	Ch. 16 & Data Driven Instruction	Ch. 16 & Data Driven Instruction Activities Due

	Driven Instruction Assessment and Grading		12/7 Test (Ch. 14-16) Due 12/7
Week 16-12/7 Finals TBD Finals Schedule			

	The Teacher Education Program's grading scale is:
	90-100=A 80-89=B 70-79=C 65-69=D 64-below=F

Academic Integrity:

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook>

Drop/Add Withdraw:

For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

Disability Statement:

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

Distance Education Students

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint is included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

EDUC 3302 is in the Teacher's Education Program of Sul Ross State University Rio Grande College. Any grade below a B must be retaken. Keep this in mind.

Classroom Management Policies

Sexual Harassment

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.