



# MORAVIAN COLLEGE

A S M A L L N A T I O N A L T R E A S U R E

## **EDUC 155, Educational Psychology**

Class meeting days: Tuesday and Thursdays; 10:20 – 11:30 a.m.; Room

Spring 2012 • Dr. Jean DesJardin • [jldesjardin@moravian.edu](mailto:jldesjardin@moravian.edu)

Office: 610-861-1317 • Office Hours; after class or by appointment

*The criterion of the value of school education is the extent in  
which it creates a desire for continued growth in lifelong learning.*  
-John Dewey

### **OVERVIEW OF EDUCATION PROGRAM:**

The educational philosophy of Moravian College's Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with children and their families in a variety of educational settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning.

### **THIS COURSE:**

The purpose of this course is to introduce you to the most current and, from the viewpoint of educational research, the most effective teaching practices. In this sense, the course will be practical. This course will also explore the psychological assumptions implicit in these practices. The major outcome to be expected is an ability and willingness to examine your own teaching beliefs in light of established principles of teaching and learning.

### **COURSE ESSENTIAL QUESTIONS:**

How can educational psychology inform our teaching?

How can knowing and understanding research help shape effective teaching practices?

What is good teaching and how is it recognized?

How does instruction and classroom management influence student learning and assessment?

How does this course (topics in educational psychology) relate to my own instruction?

**FIELD COMPONENT STATEMENT:**

Students registered for EDUC 155 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Mrs. Modjadidi:

- January 18<sup>th</sup>, 2012 at 5:00 p.m. in PPHAC 102
- January 19<sup>th</sup>, 2012 at 11:45 a.m. in PPHAC 102

Throughout the term we will discuss topics that are of immediate concern to teachers as well as of theoretical interest to researchers. In order to make the discussions more real to you, a field experience is built into the course. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi.

You will be placed in an elementary or secondary classroom to assist the cooperating teacher for about four-hours per week beginning the week of February 13<sup>th</sup>, 2012 for a total of 10 weeks. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of April 27<sup>th</sup>, 2012 even if the 40-hour minimum is achieved. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. You will need to have the following clearances in order to begin the field experience; (1) The State Police Criminal Record Check, (2) The Federal Criminal History Record, and (3) The Child Abuse History Clearance. You will also need a current TB test. You can obtain the TB test at the College's Health Center. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual or please see Mrs. Modjadidi for more information. Assignments related to the field experience are explained below.

**CANDIDATE COMPETENCIES** from the PDE Framework - Grades Pre K-4, 4-8, 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of English language learners and students with exceptionalities (Note: EC refers to competencies listed in the PreK-4 framework; MC refers to 4-8 framework; EX refers to students with exceptionalities; ELL refers to teaching students who are English Language Learners.

*Education is life itself.*  
-John Dewey

***COURSE GOALS AND LEARNER OUTCOMES:***

- demonstrate an understanding of the major constructs and principles of social, emotional, and intellectual development.
- demonstrate an understanding of the implications of developmental principles for effective learning and teaching.
- demonstrate an understanding of the major constructs and principles of motivation and the influence of motivation on classroom learning.
- demonstrate an understanding of the major constructs and principles related to cognition and memory as they apply to classroom instruction.
- demonstrate an understanding of classroom management concepts and strategies.
- demonstrate the ability to design formal lesson plans consistent with specific Pennsylvania State Standards.
- demonstrate a familiarity with the Pennsylvania Standards Aligned System.
- demonstrate the ability to apply and analyze concepts and principles discussed in class and reported in the professional literature to their field experiences.

***LEARNING ACCOMMODATIONS:***

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

***TECHNOLOGY STATEMENT:***

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

***REQUIRED TEST:***

Tuckman, B.W. & Monetti, D.M. (2011). *Educational Psychology*. Wadsworth, Cengage Learning

**OTHER INFORMATION:**

**Academic Honesty** Follow the academic honesty policy as stated in the 2011-2012 Student Handbook on page 46. Failure to follow these guidelines may result in failing this course. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

**Attendance for Class** Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. Arriving late or leaving early will also be noted. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions.

**Attendance for Field Experience** Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of April 27th even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, Director of Field Experiences, at 610-861-1473.

**Food** Water is allowed, but we will be moving around too much to be eating.

**Cell Phones** Turn them off. If there is an emergency, you can make arrangements with me before class.

**Expected Work Load** – For this course, it is expected that you will work between 6-8 hours for preparation for each class outside of class.

**References and formatting** = Use the Publication of the American Psychological Association, (Current edition) for references and formatting of your papers.

**Grading Scale:** The evaluation of each assignment will be based upon the following criteria.

<b>A</b>	Superior knowledge regarding details, assumptions, implications,
94-100%	superior thinking with information relevant to application, critique, and
A- = 90-93%	relationship to other information. Your work goes beyond requirements
	and shows perception and insightfulness.

<b>B</b> 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
<b>C</b> 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of teaching field. You meet all requirements adequately.

Check your student handbook for more specific grade percentages. It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

#### Class Time Arrangements:

We meet two times per week for this class. For part of our time together, I will lead direct lessons and discussions. Some of the time, we will review our text through small group activities, project-based learning, group discussions, and collaborative group activities. Although I will lecture occasionally, I prefer that most class sessions have a discussion format. I welcome questions about the material at any time, and encourage you to ask for clarification whenever you need it. Some of the material is difficult, and lectures are designed to clarify or illustrate principles and concepts. It is therefore important that the assigned material be read in advance of class. Thus;

#### Written work requirements:

- You will need a ½ - 1" notebook with a plastic cover to insert a title page for this class
- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections) needs to be typed on a computer (12-font) and placed in your notebook. Please use your spell checker. Meaning and mechanics both are graded. All work needs to be organized and identified (name and date).
- **Please do not hand in work in the plastic page holders or folders of any kind.**

#### Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**COURSE REQUIREMENTS** There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. It is also believed that multi methods of assessment address the needs of diverse learners; that is some learners express their

thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

**1. Professional Participation - Weekly Critical Thinking and Discussions/Outlines (10 points)**

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. These behaviors are important to acquire and are needed for this course. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Besides lecture, class time revolves around discussion in the form of think-pair-share, jigsaw group activities and, small and large group dialogue. The activities and discussions will vary in function and structure but will require the full participation of each member of the group. Attendance and participation will be calculated weekly. You will receive one point per week. (see Professional Participation Rubric).

**Professional Participation Rubric (10 points)**

<b>Attendance/Participation</b>
<p>Attended both classes for the week; arrived and left class on time. Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer complete.</p> <p>1 point</p>
<p>Attended class for the week; arrived late or left early <u>one</u> time OR missed class. Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p>0 points</p>
<b>TOTAL POINTS</b>

\*Student and professor will tally this weekly.

\*Students are able to miss two classes and still receive 10 points for the semester.

**2. Learning Style Inventory** – complete inventory and analyses provided in class or another survey of your choice (5 points) – see websites at the end of syllabi for suggestions. **Due 1/26**

3. **Field Experiences and Reflections from Intentional Observations/Discussions**  
(3 – intentional observations/discussions = 5 points each; 15 points)

The 40-hour fieldwork experience in EDUC 155 is designed to expose students to issues regarding theory, development, and learning for all students and their families. You will conduct **three** one-hour intentional observations at the same classroom setting working with a professional from the field. These observations connect to course material and will be graded using the attached **Intentional Observation/Discussion Reflection Summary Rubric**.

**Reflection #1: School Climate and Students (due 3/1)**, should focus on who your students are in terms of age/grade, intellectual development, socioeconomic status, racial/ethnic composition, etc., and the physical and administrative characteristics of the school. You may need to interview the cooperating teacher to obtain more specific information about the school and/or students in the classroom. **However, you may not email the cooperating teacher any questions for them to answer in written form. This is your assignment – not the cooperating teacher's work.**

- Discuss your school's and your classroom's structure and demographics: What is the geographic location of your school? How would you describe the community in which the school is located in terms of socioeconomic status? How large is the school? Describe the physical characteristics/condition of the school. What is the grade level of your assigned classroom? How many students do you have? (Suggestion: Many schools have websites that will give you complete background information)
- Describe your students in terms of their general intellectual, social, and emotional development, primary language, and apparent ability level. Are the intellectual characteristics of your students, as you perceive them, consistent with the age-related characteristics described by Piaget? How much variability do you see in your students' achievement and/or ability levels? How does that variability influence student behavior and/or motivation? Are there students in your classroom who have been identified as having special challenges (e.g., students with known exceptionalities, students who are at-risk, students who are ELL)? If so, what are those challenges and how are they accommodated for in the classroom or student environment?
- Given the school's demographics, the students' developmental characteristics, and the classroom environment as described above, what does the textbook suggest as strategies to maximize learning effectiveness? Do these suggestions seem helpful? Why or why not?

**Reflection #2: School and grade-level curriculum (due 3/22).** The focus on this reflection is on the school and grade-level curriculum being implemented in your host classroom, your cooperating teacher's lessons, and your role in the classroom.

Discuss the overall curriculum used at the school and/or grade level. Does it seem developmentally appropriate in terms of Piaget's theory of intellectual development? Are the activities your cooperating teacher designs constructivist or more teacher-centered? How do you know? (List examples of activities implemented, materials used, and student formations).

How is the current emphasis on PDE state standards and standardized testing affecting your classroom's curriculum or your cooperating teacher's instructional practices? Does your cooperating teacher see this emphasis as positive or negative? What are your own reflections regarding how state testing is implemented in the curriculum?

What are your responsibilities in your host classroom? What is your relationship with your students like? Have you had or will you have the opportunity to design and teach a lesson? If you are not as involved as you would like to be, what strategy will you use to become more fully involved?

**Observation #3: Learning Challenges and Classroom Management (due 4/5),** will be a discussion of the kinds of learning challenges you are seeing in your host classroom and the strategies your cooperating teacher is using to correct and/or accommodate those challenges.

- Discuss, with as much detail as you are able to obtain, the kinds of learning challenges you are witnessing in your host classroom, noting whether specific students have been formally diagnosed as having a special challenge, whether or not Individual Educational Plans (I.E.P.'s) or 504 Plans have been developed for those students and, if so, describing the accommodations implemented in accordance with the I.E.P.'s or 504 Plans.
- Describe in detail other problems, particularly behavioral problems, which occur in your host classroom. Do there seem to be specific antecedent conditions contributing to those problems? If so, what are those conditions? How might they be changed to help alleviate the problems? What are your suggestions?
- Describe any classroom management strategies, particularly behavioral strategies (praise, token reinforcers such as stickers or awards, vicarious reinforcement, assertive discipline strategies, modeling, point systems, token economies, self-regulatory strategies, etc.) that your cooperating teacher uses to manage her/his classroom. Discuss whether or not these strategies are effective.



- Discuss management strategies that you think might be effective in your host environment providing specific support from research findings as reported in Tuckman/Monetti or in class discussions.
- Discuss your personal experience with students with learning challenges in your host classroom, focusing on the effectiveness of strategies that you have used to keep students on task.

#### **4. PDE State Standard Lesson Plans (2 x 10 points = 20 points)**

The purpose of the lesson plans are to provide you with experience in developing and executing lesson plan design reflecting PDE state standards and requirements. Lesson plan drafts and final lesson plans are due on the dates given in the course schedule. The lesson plans must be in PDE state format (please see detailed instructions on handouts given in class) as per the Standards Aligned System (SAS). Choose only one lesson plan to demonstrate to the class. Please be prepared by having the completed lesson plan, all needed materials, and one interactive activity (from procedure section) for your lesson plan presentation.

Lesson Plan 1: Language Arts – due 3/29

Lesson Plan 2: Your own subject choice (in another field of interest) - due 4/5

#### **5. Exhibition of Learning: Cooperative Learning Project (15 points)**

The *Exhibition of Learning* is a significant part of the course requirement. **Due: 4/10 - 4/19**  
This project can be completed in pairs or individually. The project should begin with a specific, course-related essential question that speaks to a current topic, issue, concept *etc.* on teaching and learning that we have discussed (but not exhaustively) during the course (Due: 2/21). Students should take this idea and develop it using their own thoughts, impressions, and experiences, viewing it from multiple perspectives. This should include your observational fieldwork. You should also cite from the literature, *e.g.*, books, professional journals and magazines, and websites, to help clarify and broaden your product (Due: 3/15). For example, you may wish to analyze various theories of learning, *e.g.*, Piaget or Vygotsky, and what you feel are their implications for teaching and learning for a particular subject or area, you may like to explore how enhancing emotional intelligence can serve to maximize learning and give first-hand accounts of this based upon your own personal and observational experiences, or you may like to present current research on the topic of Differentiated Instruction or Response to Intervention and Instruction for a particular population of children or subject area. Perhaps you may wish to delve into the psychology of standardized testing and the impact it is having on the motivational levels of teachers and students. Whatever your topic, make sure that it intrigues and excites you, has some kind of educational psychology perspective and supports your growth and progress as a teacher. Please see other suggested topics on handout. Included in this project (also see Rubric):

\*10 – minute PowerPoint Presentation with an accompanying 1-2 page explication of the project including the overarching “big idea” or essential question, major points from the research articles, as well as elaboration on information found in the PowerPoint. Both students must participate in the presentation (5 points).

\*5-10 minute Interactive Class Activity – The purpose of the interactive class activity is for the students in your course to further explore your topic of choice – to reflect at a deeper level or provide a better understanding of how the topic applies to the field of education, teaching, and/or learning. This can be a separate activity for the class to further explore the topic OR it can be embedded into the Power Point Presentation (5 points).

\*Research Journal Article Synthesis – Each student must choose one current (2008-2012) research article that reflects your topic of choice and review the article in terms of “implications for teaching or learning”. Each student must review their own article independently and provide his/her own reflection of the study (major points of the study) and teaching implications in a 2-3 page summary (5 points).

## 6. Final Examination

A final examination will be given at the end of this course. The examination will test you on material from the required readings, your class notes/handouts/graphic organizers, and points and content brought up during class discussions. The examination will be closed-book and will consist of a combination of short-essay answers (25 points).

**Grading Policy:** The following distribution indicates the points for the course requirements:

Required Assignments	Points Possible
Professional Participation/Weekly Critical Thinking and Discussions/Outlines	10
Reflections from Field Experience (3 @ 5 points)	15
FE Evaluation	10
Learning Style Survey	5
PDE SAS Lesson Plans (2 @ 10 points each)	20
Exhibition of Learning Project	15
Final Exam	25
<b>Total Points (100)</b>	

*“It is the supreme art of the teacher to awaken joy in creative expression and knowledge”  
- Albert Einstein*

**COURSE SCHEDULE FOR EDUC 155 – Spring, 2012**  
**Tuesday and Thursdays 10:20 – 11:30 a.m. Room 301**

Week/Date	Topics/Activities	Homework and Due Dates
<b>Week 1</b> 1/17 and 1/19	Introduction to the course, materials, and text. Current “hot topics” in US Public Education; Why do we need to know about “Educational Psychology”? What makes a wonderful teacher or learning experience? (reflection)	<u>Read Chapter 1</u> (Study of Educational Psychology) and “Meet Your Amazing Brain” handout  * <u>Complete</u> Outline 1 and learning style inventory and write a short reflection. Is this a true reflection of your learning style in class? While doing homework? Or working within groups? Do you think that you enjoy individual/ group projects, paper-pencil or performance-based assessment? (One page)
<b>Week 2</b> 1/24 and 1/26	Applications for Educational Psychology – Learning/Memory: Brain-based learning styles and teaching instruction  <u>Video</u> : “The Brain and Learning”	<u>Read Chapter 2</u> (Cognitive and Language Development) and “Preparing the Brain for School” handout.  * <u>Complete</u> – Outline 2 <b>Due: Learning Style Inventory (1/26)</b>
<b>Week 3</b> 1/31 and 2/2	Cognition and Language Development  <u>Video</u> : “The Brain and Learning II”	<u>Read Chapter 7</u> (Cognitive Approaches to Learning), “Rules We Learn By” and “Brain-Based Teaching” handout.  * <u>Complete</u> – Outline 3
<b>Week 4</b> 2/7 and 2/9	Cognitive Approaches to Learning – Piaget and Vygotskian Theories	<u>Read Chapter 8</u> (Constructivism, Problem Solving, and Creativity) and “Movement and Learning” handout.  * <u>Complete</u> – Outline 4
<b>Week 5</b> 2/14 and 2/16	Constructivism, Problem Solving, and Creativity  <b>**Beginning of Field Experience</b>	<u>Read Chapter 6</u> (Behavioral Approaches to Learning)  * <u>Complete</u> – Outline 5

<b>Week 6</b> 2/21 and 2/23	Behavioral Approaches to Learning –Skinner/ reinforcement theory/applying operant conditioning in classroom.	<u>Read Chapter 11</u> (Effective Learning Communities)  * <u>Complete</u> – Outline 6 <b>Due: Topic/Essential Question for Learning Project (2/21)</b>
<b>Week 7</b> 2/28 and 3/1	Effective Learning Communities and Classroom Management	<u>Read Chapter 12</u> (Design of Instruction) and Differentiated Instruction materials/handouts  * <u>Complete</u> – Outline 7 <b>Due: FE reflection #1 (3/1)</b>
<b>Week 8</b> 3/6 and 3/8	<b>Happy Spring Break!</b>	<u>Read Chapter 9 and 10</u> (Group Instruction; Motivating Learners); Understanding by Design Handouts
<b>Week 9</b> 3/13 and 3/15	Design for Instruction and Motivating Learners – PDE SAS (state aligned system)  Lesson Plan Design Instructions	<u>Read Chapter 4 and 5</u> (Learner Diversity and Exceptionalities) and UDL handout.  * <u>Complete</u> – Outline 8 <b>Due: Draft of LP 1 (3/13)</b>  <b>Due: Learning Project research article synthesis/brief outline (3/15)</b>
<b>Week 10</b> 3/20 and 3/22	Differentiated Instruction and Children with Exceptionalities – Universal Design for Learning (UDL) <u>Video</u> – RtII and UDL Principles/Practices	<u>Read Chapter 13</u> (Classroom Assessment)  * <u>Complete</u> – Outline 9 <b>Due: FE reflection #2 (3/22)</b>
<b>Week 11</b> 3/27 and 3/29	Classroom Assessment of Student Learning  <b>Lesson Plan Presentations</b>	<u>Read Chapter 14</u> (Standardized Assessment/Grading)  * <u>Complete</u> – Outline 10 <b>Due: Lesson Plan #1 (3/29)</b>
<b>Week 12</b> 4/3 and 4/5	Standardized Assessment and Grading  <b>Lesson Plan Presentations</b>	<b>Due: FE reflection #3 (4/5) and Lesson Plan #2 (4/5)</b>

<b>Week 13</b> 4/10 and 4/12	Presentations of Cooperative Learning Projects	<b>Due: Learning Project (4/10)</b>
<b>Week 14</b> 4/17 and 4/19	Presentations of Cooperative Learning Projects	Study for final exam – review all material from course/all ten outlines
<b>Week 15</b> 4/24 and 4/26	Last day of class - review for final exam and evaluation of Field Experience	
<b>Final's Week</b>	<b>Final Exam is Monday, April 30<sup>th</sup> – 1:30 p.m.</b>	

### **Additional Resources**

#### **General Education**

US Department of Education - <http://www.ED.gov>

Pennsylvania Department of Education <http://www.pde.state.pa.us>

National Coalition of Parent Involvement in Education – to advocate for the involvement of parents and families in their children’s education, and to foster relationships between home, school, and community. <http://www.ncpie.org/AboutNCPIE/FamilyEdOrg.cfm>

#### **Special Education**

*Council of Exceptional Children* (CEC) <http://www.cec.sped.org>

*Family Village* – <http://www.familyvillage.wisc.edu/about.html>

The Family Village is a website for children and adults with disabilities, their families, their friends, and communities. It brings together thousand of online resources in an organized, easy-to-use directory.

#### **Learning Styles and Brain-Based Teaching and Learning Websites**

Jensen Learning; Practical Teaching with the Brain in Mind -  
<http://teachingwiththebraininmind.com/>

Learning Survey - <http://www.berghuis.co.nz/abiator/lsi/lsitest2.html>

Index of Learning Styles

<http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html>

VARK Learning Style Inventory

<http://www.vark-learn.com/english/index.asp>

Accelerated Learning - What is my learning style?

[http://www.acceleratedlearning.com/method/test\\_launch.html](http://www.acceleratedlearning.com/method/test_launch.html)

Multiple Intelligences Inventory

<http://surfaquarium.com/MI/inventory.htm>

Chart Containing Visual, Aural, and Kinesthetic

<http://www.chaminade.org/inspire/learnstl.htm>

Discovering Your Learning Style

<http://www.sil.org/lingualinks/LangLern.html>

Explorations in Learning & Instruction: The Theory into Practice Database

Brief summaries of major learning and instructional theories:

<http://www.gwu.edu/~tip/>

Institute for Learning Styles Research (ILSR)\*\*

Perceptual Modality Preference Survey

<http://www.learningstyles.org>

Keirsey Temperament Sorter and Temperament Theory\*\*

<http://www.keirsey.com>

Learning Styles Resources for K-12 <http://falcon.jmu.edu/%7Eramseyil/learningstyles.htm>

TLC Teaching Tips [http://www.tlc.eku.edu/tips/student\\_learning/](http://www.tlc.eku.edu/tips/student_learning/)

Fun-derstanding – great website with a wealth of information on Vygotsky, Piaget, Emotional Intelligence, and more! <http://www.funderstanding.com>

[www.cast.org](http://www.cast.org) – Center for Universal Design for Learning

## A Framework for Lesson Plans

### **I. Overview of the lesson:**

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

**II. Big Idea** (major understanding): What is the larger idea associated with this lesson that transcends grade level?

**III. Essential Questions:** Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

### **IV. Pennsylvania State Standards/Eligible Content**

**V. General Objectives:** Referred to as *concepts* on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

**VI. Behavioral Objectives:** Referred to as *competencies* on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

### **VII. Instructional Materials**

**VIII. Vocabulary:** Tier 3; words and language specific to the content area

### **IX. Instructional Procedures:**

- A. Introduction
- B. Motivation
- C. Development
  - a. What does the teacher do?
  - b. What do the students do?
  - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners (e.g., ELL, Disabilities, 504 Plans, at-risk)
- E. Summary and Closure
- F. Assignment

### **X. Assessment:**

- A. Formative
  - a. Describe the student products or performances you will look at and how they will be evaluated.

- b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

**XI. Reflection & Self-Evaluation:**

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

**XII. Suggested Instructional Strategies –** What instructional practices or strategies will be used?

**W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?

**H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?

**E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?

**R:** How will you cause students to reflect, revisit, revise, and rethink?

**E:** How will students express their understandings and engage in meaningful self-evaluation?

**T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?

**O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?