

RHODE ISLAND COLLEGE

Department of Counseling, Educational Leadership & School Psychology
Edit 2/2011

CEP 552: Psychological Perspectives on Learning and Teaching

CEP 552 Faculty – fall 08 to fall 10			
	Spas-Cirillo, Andrea	Adjunct	CAGS-School Psy
	Holtzman, Elizabeth	Full time	Ph.D.

REQUIRED TEXTS:

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009) *Response to Intervention in the Classroom: Guidelines and Recipes for Success*. New York: The Guilford Press

Dawson, P. & Guare, R. (2010). *Executive Skills in Children and Adolescents, Second Edition*. New York: The Guilford Press

ON-RESERVE TEXTS:

Akin-Little, B., M., A., Kehle, T., & Little, S. (2009). *Behavioral Interventions In Schools: Evidence-Based Positive Strategies*. Washington, DC: American Psychological Association.

RECOMMENDED TEXTS:

Alexander, P. (2006). *Psychology in Learning and Instruction*. Columbus, Ohio: Pearson Education, Inc.

Brown-Chidsey, R. (2005). *Response to Intervention: Principles and Strategies for Effective Practice*. New York: The Guilford Press

Dawson, P. (2009). *Smart But Scattered: The Revolutionary Executive Skills Approach to Helping Kids Reach Their Potential*. New York: The Guilford Press

Marzano, R., Pickering, D. & Pollock, J. (2005). *Classroom Instruction that Works*. Columbus, Ohio: Pearson Education Inc.

Morris, R. & Mather, N. (2008). *Evidence-Based Interventions for Students with Learning and Behavioral Challenges*. New York: Routledge

Wendling, B. & Mather, N. (2009). *Essentials of Evidence-Based Academic Interventions*. Hoboken, New Jersey: John Wiley and Sons, Inc.

COURSE DESCRIPTION:

This is a systemic study of students and teachers and their interactions in classroom settings. Emphasis is on understanding typical and exceptional learners. Prerequisites: Graduate status or consent of Department Chair.

RELATIONSHIP OF COURSE TO PROGRAM:

Educational psychology is the first course in the professional preparation sequence of graduate teacher education programs, and its content serves as the theoretical base for applied courses in teaching.

RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK OF FSEHD:

The guiding principle of the course is to develop students into becoming reflective practitioners who plan, analyze, and reflect on their learning. The course aims to provide a foundation for best professional practice by instilling basic knowledge of human development and learning theories, theoretical and practical grounding in pedagogy, sensitivity and responsiveness to human diversity, and a sense of professionalism.

COURSE OUTCOMES:

Upon successful completion of CEP 552, the student will be able to:

1. Identify major theories of cognitive, personal, and emotional development and the impact on student learning. (Knowledge, NASP 2.4, 2.5, 2.7, RIBTS 1)
2. Identify models for conceptualizing intelligence and exceptionality. (Knowledge, Diversity, NASP 2.4, 2.5, 2.7, RIBTS 1)
3. Identify appropriate academic and behavioral evidence-based instructional strategies and intervention. (Knowledge, Practice, NASP 2.3, RIBTS 2)
4. Define learning from the perspective of the major learning theories. (Knowledge, NASP 2.4, 2.7, RIBTS 2)
5. Identify instructional issues relevant for a culturally diverse student population. (Knowledge, Diversity, NASP 2.5, 2.3, 2.9, RIBTS 4)
6. Identify the different age-level characteristics and competencies of children and adolescents. (Knowledge, NASP 2.3, 2.4, 2.7, RIBTS 3)
7. Identify a variety of classroom management strategies and their application. (Knowledge, Practice, NASP 2.3, 2.2, 2.6, 2.7, 2.8, RIBTS 8)
8. Explain the impact of behavioral, cognitive and social models of learning to classroom instruction. (Knowledge, NASP 2.3, 2.2, 2.6, 2.7, 2.8, RIBTS 5)
9. Identify various models for conceptualizing motivation. (Knowledge, NASP 2.3, 2.4, 2.5, 2.7, RIBTS 5)
10. Explain how to design effective classroom environments and instructional sequences using concepts of motivation theory. (Knowledge, Practice, NASP 2.1, 2.3, 2.4, 2.8, RIBTS 6, 7, 11)
11. Understand the major components involved in assessing and evaluating student performance. (Knowledge, NASP 2.1, 2.3, RIBTS 9)
12. Understand the legal aspects and rights of educators and consumers of the education process. (Knowledge, NASP 2.10, RIBTS 10, 11)
13. Explain the impact of classroom culture, instructional design, and assessment on learning. (Knowledge, NASP 2.3, 2.4, RIBTS 9).

COURSE REQUIREMENTS:

In-class participation assignments: will be used to make sure everyone has a voice in the class. Participation is an essential component to this class and attendance at each class session is expected. The participation assignments will provide students a chance to express opinions on issues raised in class. They will also provide opportunities for informal assessment of how well material is being understood and evaluation of effective teaching format and style. They will also include cooperative group activities. The in-class participation assignments could happen during any class. There will be no prior announcement. The way to obtain credit is to attend the class and participate.

One Final Exam: will be given to assess student learning. Make ups will only be given in case of documented illness, emergency or extenuating circumstances, at the discretion of the instructor. It is the responsibility of the student to provide documentation as to why the exam was missed and to schedule a make up time.

Journal Article Summary: Students will write 2 journal article summaries this semester. Students will produce a 3-5 page summary of an article from a respected, peer-reviewed journal. Students are expected to select an article from a *scientific* journal (e.g., Abnormal Child Psychology, School Psychology Review, Journal of Learning Disabilities, etc.) and not from *popular* print (e.g., New York Times, Newsweek, USA Today, etc.). The article summary will contain the following elements:

- a) Provide a comprehensive summary of the article, including the broad topic, key points, features of the study design, and outcome;
- b) Students are encouraged to tie in relevant concepts from 552 resources (i.e., class lessons, discussions, films, related in-class articles, assigned texts, etc.);
- c) Include a section titled "Implications for My Practice" in which you discuss how you can incorporate the article findings into your future professional work;
- d) Students can earn an additional “bonus” point for discussing the strengths and limitations of the current study and for proposing an appropriate follow-up study. (Students can earn only 1 bonus point per article).

Each journal article summary will be graded on a 0 – 20 scale. *Refer to Appendix A for the Journal Article Summary Rubric.*

Intervention Presentation: Students will prepare and conduct a 30-minute PowerPoint presentation on evidence-based interventions for a particular domain relevant to CEP 552. During the first week of classes, students select an area in which they wish to further research: reading, writing, mathematics, externalizing behavior, ASD, executive functioning, or motivation. Students will then prepare a presentation describing two evidence-based interventions for the area that they selected. Students will be expected to share whether the intervention is a Tier 1, Tier 2, or Tier 3 intervention, or how it can be modified to the various Tiers. Students will present and demonstrate these interventions during the class that the domain is reviewed. The presentation will include a very brief background (about 2 or 3 slides) of the domain, a discussion and demonstration of both interventions, and how student progress will be monitored for the selected interventions. Additionally, students will share websites where classmates can find valuable resources pertaining to the domain. *Refer to Appendix C for the Intervention Presentation Rubric.*

Response Journals: Students will write two response journals this semester on readings selected by the professor. Response journals will contain the following elements:

Part I – Summary

- a) Begin by summarizing the main points presented in the text. Try to capture the author's main ideas, concepts, thesis, and hypothesis. Describe the author's point of view. How does the author's attitude shape the way he/she presents the material?
- b) Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the article/reading? Why did you notice them? On a first reading you might put checks in the margin where the passages intrigue you; on the second reading, choose the most interesting ideas, then write about them.

Part II – Critical Analysis

- a) Make connections with your own experience. What does the reading make you think? Does it remind you of anything or anyone?
- b) Make connections with other texts you have read. Do you see any similarities between this text (concepts, events) and other texts (concepts, events)? Does it bring to mind other related issues?
- c) Ask yourself questions about the text: What perplexes you about a certain passage? Try beginning, "I wonder why..." or "I'm having trouble understanding how..." or "I was surprised when..."
- d) Try agreeing with the writer. Write down the supporting ideas. Try arguing with the writer. On what points, or about what issues do you disagree? Think of your response journal as a place to carry on a dialogue with the writer or with the text in which you actually speak with him/her. Ask questions; have the writer respond. What happens when you imagine yourself in his/her shoes?

Each journal article summary will be graded on a 0 – 20 scale. *Refer to Appendix B for the Response Journal Rubric.*

COURSE EVALUATION/GRADES:

Participation, written assignments, and examinations are weighted as follows:

	% of Grade	Points
Class Attendance & Participation	10%	20
Intervention Presentation	20%	40
Article Summaries	20%	40
Response Journals	20%	40
Final Exam	30%	60

Course Grades are earned according to the following:

Grade	Percentile Ranges	Point Ranges
A	93-100	186-200
A-	90-92	180-185
B+	87-89	174-179
B	83-86	166-173
B-	80-82	160-165
C+	77-79	154-159
C	73-76	146-153
C-	70-72	140-145
D	65-69	130-139
F	64 and below	<129

Please record your scores and calculate your course grade throughout the semester:

Assignment	% Grade	Points	Score
Attendance/Participation	10%	20	
Article Summary 1	10%	20	
Article Summary 2	10%	20	
Intervention Presentation	20%	40	
Response Journal 1	10%	20	
Response Journal 2	10%	20	
Final Exam	30%	60	
Total =	100%	200	
		Final Grade =	

COURSE OUTLINE: (subject to revision)

Class	Topic	Ch. Assignments
Wednesday, September 1st	<ul style="list-style-type: none"> • Introduction to the Course • Historical Perspectives of Special Education and 504 Law 	• <i>Purchase texts</i>
Wednesday, September 8th	• Response to Intervention, NCLB, IDEIA,	• <i>RtI Text:</i> Introduction &

	• Progress Monitoring	Chapters 1, 2, & 4
Wednesday, September 15th	• Intro to Evidence-Based Practices & Instruction	• RtI Text: Chapter 3 • Essentials Text: Ch 1
Wednesday, September 22nd	• Differentiated Instruction • FILM: <u>How Difficult Can This Be?</u>	• Dif. Instruction Articles
Wednesday, September 29th	• Reading Interventions • FILM: <u>Report of the National Reading Panel</u> • Response Journal #1 Due	• RtI Text: Chapter 6
Wednesday, October 6th	• Writing Interventions	• RtI Text: Chapter 7
Wednesday, October 13th	• Math Interventions	• RtI Text: Chapter 8
Wednesday, October 20th	• Externalizing Disorders & Behavior Interventions • Article Summary #1 Due: (Reading/Writing/Math)	• RtI Text: Chapter 9 • On-Reserve: Behavioral Interventions in Schools: Chapter 17 • Article on SWPBIS
Wednesday, October 27th	• ASD & Interventions • FILM: <u>Autism the Musical</u>	• On-Reserve; Behavioral Interventions in Schools: Chapter 20
Wednesday, November 3rd	• ASD Follow-up Discussion • Executive Skills & Assessment • Response Journal #2 Due	• Executive Skills Text: Chapters 1, 2, 3,
Wednesday, November 10 th	• Thursday Classes Meet: No Class	• Begin Reading: Executive Skills Text: Chapters 4, 5, 6, 7
Wednesday, November 17th	• Executive Skills & Interventions • Article Summary #2 Due: (Behavior, ASD, ES)	• Executive Skills Text: Chapters 4, 5, 6, 7
Wednesday, November 24th	• HOLIDAY: No Class	• HOLIDAY: No Class • Email 3 questions by 5:00pm on 29th
Wednesday, December 1st	• Motivation (Extrinsic & Intrinsic) • Interventions for Motivation • Reinforcing Effort & Providing Recognition • FILM: <u>The Hobart Shakespearians</u>	• On-reserve: Behavioral Interventions in Schools: Chapter 16
Wednesday, December 8th	• School Psychology/RTI/Education Q & A	• Your 3 Questions

Wednesday, December 15th	• Final Exam	• <i>Final Exam</i>
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Please Note:

- ◆ *Academic dishonesty, including plagiarism and/or the use of other students' work will not be tolerated and will result in a failure for the class grade.*
- ◆ *Attendance is strongly encouraged, as lectures serve to highlight and clarify critical points, introduce new material, and integrate theory, research, and practice. Students who are absent from class are responsible for obtaining lecture and video notes, handouts, etc., from a fellow class member. Please make arrangements accordingly. Students are expected to be on time for class and to be polite and respectful towards others during class discussions.*
- ◆ *All assignments will be expected to be submitted on or before their due dates. The acceptance of late work or make-up work will be determined on a case by case basis.*
- ◆ *Please note that this is a graduate-level course and high quality work is the expectation.*
- ◆ *RIC seeks to provide reasonable accommodations for all individuals with documented disabilities. If you are seeking classroom accommodations under the American Disabilities Act, Section 504 of the Rehabilitation Act of 1973, or other applicable federal, state or local laws, you are required to register with the Student Life Office. The S.L.O is located in Room 127 in Craig-Lee Hall, phone # 456-8061.*

JOURNAL ARTICLE SUMMARY RUBRIC

	0 – 2	3 – 5	6 – 8	9 – 10	SCORE
SUMMARY	<ul style="list-style-type: none"> ◆ Does not adequately summarize important elements of the article. ◆ Reader discerns very little about the article from the summary; repeats the article verbatim. ◆ Minimal to no connection to class concepts and/or outside sources. 	<ul style="list-style-type: none"> ◆ Minimally summarizes the article (e.g., title, author, broad topic, but nothing more). ◆ Repeats large portions of the article verbatim. ◆ Limited connection to class concepts and/or outside sources. 	<ul style="list-style-type: none"> ◆ Gives an adequate summary of article, including broad topic, key points, features of the study design, and findings. ◆ Omits some key elements of the article. ◆ Relevant class concepts and/or outside sources are connected to the article. 	<ul style="list-style-type: none"> ◆ Gives a comprehensive summary of article, including broad topic, key points, features of the study design, and findings. ◆ Key elements of the article are clearly and thoroughly defined. ◆ Relevant class concepts are reviewed and a connection is also made to outside sources. 	____ / 10
PROFESSIONAL IMPLICATIONS	<ul style="list-style-type: none"> ◆ Very minimal discussion of implications for teaching. 	<ul style="list-style-type: none"> ◆ Limited discussion of implications for teaching. 	<ul style="list-style-type: none"> ◆ Implications for teaching are adequately addressed and some reflective thinking is demonstrated. 	<ul style="list-style-type: none"> ◆ Implications for teaching are clearly addressed and highly reflective. 	____ / 10
				Total Points =	____ / 20

- + 1 point for thorough discussion of strengths/limitations of study and follow-up study proposal
- + .5 points for basic discussion of strengths/limitations of study and follow-up study proposal
- + 0 points for very limited discussion of strengths/limitations of study and follow-up study proposal

APPENDIX B

RESPONSE JOURNAL RUBRIC

	0 – 2	3 – 5	6 – 8	9 – 10	SCORE
SUMMARY	<ul style="list-style-type: none"> ◆ Does not adequately summarize the major ideas, concepts, and hypothesis. ◆ Minimal to no discussion of the striking aspects of the article with no speculation as to why the author addressed them and why they stood out to the reader. 	<ul style="list-style-type: none"> ◆ Minimally summarizes the major ideas, concepts, and hypothesis. ◆ Limited discussion of the striking aspects of the article with minimal speculation as to why the author addressed them and why they stood out to the reader. 	<ul style="list-style-type: none"> ◆ Summarizes and explains most major ideas, concepts, and hypothesis. ◆ Discusses the striking aspects of the article and speculates why the author used them and why they stood out to the reader. 	<ul style="list-style-type: none"> ◆ Thoroughly summarizes and clearly explains major ideas, concepts, and hypothesis. ◆ Clearly discusses the striking aspects of the article and speculates why the author used them and why they stood out to the reader. 	____ / 10
CRITICAL ANALYSIS	<ul style="list-style-type: none"> ◆ Little to no connections to real-life experiences or knowledge gained from the article. ◆ Demonstrates minimal to no comparison of major article concepts to other publications. ◆ Does not capture the reasons for agreeing and disagreeing with the concepts in the article. 	<ul style="list-style-type: none"> ◆ Limited connections to real life experiences or knowledge gained from the article. ◆ Limited discussion or comparison of major article concepts to other publications. ◆ Limited discussion of the reasons for agreeing and disagreeing with ideas and concepts in the article. 	<ul style="list-style-type: none"> ◆ Explains how article relates to real life experiences and knowledge gained from the article. ◆ Compares/contrasts article concepts to other publications. ◆ Substantiates a few reasons for agreeing and disagreeing with ideas and concepts in the article. 	<ul style="list-style-type: none"> ◆ Clearly explains how the article relates to real life experience and knowledge gained. ◆ In detail, compares and contrasts major ideas to other publications read on the topic. ◆ Clearly substantiates reasons for agreeing and disagreeing with ideas and concepts in the article. 	____ / 10
				Total Points =	____ / 20

APPENDIX C

INTERVENTION PRESENTATION RUBRIC

	0 – 2	3 – 5	6 – 8	9 – 10	SCORE
CONTENT KNOWLEDGE	<ul style="list-style-type: none"> ◆ Student demonstrates minimal to no knowledge of the background of the domain, T2 & T3 interventions, and progress monitoring methods. 	<ul style="list-style-type: none"> ◆ Student demonstrates limited knowledge of the background of the domain, T2 & T3 interventions, and progress monitoring methods. 	<ul style="list-style-type: none"> ◆ Student demonstrates adequate knowledge of the background of the domain, T2 & T3 interventions, and progress monitoring methods. 	<ul style="list-style-type: none"> ◆ Student demonstrates advanced knowledge of the background of the domain, T2 & T3 interventions, and progress monitoring methods. 	____ / 10
ORGANIZATION	<ul style="list-style-type: none"> ◆ Audience cannot understand or follow presentation because there is no logical sequence of information. 	<ul style="list-style-type: none"> ◆ Audience has some difficulty following the presentation due to sequence of presentation and organization of materials. 	<ul style="list-style-type: none"> ◆ Student presents information in a logical sequence which audience can easily follow. Materials are organized. 	<ul style="list-style-type: none"> ◆ Clarity of presentation is strong. Student shares information in a logical, interesting sequence which audience can easily follow. Materials are organized well. 	____ / 10
DEMONSTRATION & VISUALS/MATERIALS	<ul style="list-style-type: none"> ◆ Interventions were not clearly presented or demonstrated. ◆ Visuals/materials were not used to reinforce presentation. 	<ul style="list-style-type: none"> ◆ Intervention presentation or demonstration was vague. ◆ Limited use of visuals/materials to reinforce presentation. 	<ul style="list-style-type: none"> ◆ Interventions were presented or demonstrated in a clear manner. ◆ Adequate use of visuals/materials to reinforce presentation. 	<ul style="list-style-type: none"> ◆ Interventions were presented or demonstrated in a clear and vivid manner. ◆ Strong use of visuals/materials to reinforce presentation. 	____ / 10
21ST CENTURY TECHNOLOGY	<ul style="list-style-type: none"> ◆ Student did not share related websites to access domain specific information and interventions ◆ Student did not incorporate 21st century technology into the presentation 	<ul style="list-style-type: none"> ◆ Student shared a limited amount of related websites to access domain specific information and/or interventions. ◆ Student minimally incorporated 21st century technology into the presentation 	<ul style="list-style-type: none"> ◆ Student shared related websites to access domain specific information and/or interventions ◆ Student used or incorporated 21st century technology into the presentation 	<ul style="list-style-type: none"> ◆ Student shared a variety of related websites to access domain specific information and interventions ◆ Student thoroughly used or incorporated 21st century technology into the presentation. 	____ / 10
				Total Points =	____ / 40