CSUDH | EDUCATION

COLLEGE OF EDUCATION
TEACHER EDUCATION DIVISION
TED 505: Educational Psychology (3 units)
Online Course
Spring 2024

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Office Hours: By Appointment
Class Meetings: Online at professorsapp.com

LAND ACKNOWLEDGEMENT

"We acknowledge that the land on which we are gathered is the home and traditional land belonging to the Tongva Nation. We come with respect and gratitude for the Tongva Nation who still consider themselves the caretakers of this land. It is through their examples that we are reminded of our greater responsibility to take care of Mother Earth and to take care of each other."

Why do we do a Land Acknowledgement? https://www.csusm.edu/cicsc/land.pdf

REQUIRED COURSE TEXTS
- Reading materials available at www.professorsapp.com and www.jeffsapp.com

UNIVERSITY AND DEPARTMENTAL EXPECTATIONS

University Statement Regarding the Americans with Disabilities Act: The California State University (CSU) Policy for Provisions of Accommodations and Support Services to Students with Disabilities prohibits unlawful discrimination against students on the basis of disability in CSU Programs, services, and activities in accordance with, but not limited to, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA); Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; and applicable California state laws. The CSU Policy is consistent with current applicable federal and state laws concerning the non-discrimination of students on the basis of disability. At California State University Dominguez Hills, the Student disAbility Resource Center office is committed to providing opportunities for higher education to students with disabilities, to increase the representation of persons with disabilities in its student enrollment, and to make its programs, activities and facilities fully accessible to persons with disabilities. This includes identification and removal of architectural barriers, consultation on course accommodations, the loan of assistive devices, advising and referral to on and off campus offices. For information call (310) 243-2028. http://www4.csudh.edu/dss/

University Statement Regarding Academic Integrity and Plagiarism: Cite all authors or developers of materials and resources using APA guidelines. **Since this is an online course, all written work including papers and discussion board postings may be submitted for computerized review to detect plagiarism.** Please refer to University Catalog for the full statement of the university's policies. http://www4.csudh.edu/student-rights/academic-integrity/

Student Behavior Expectations: Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. The instructor may require a student responsible for the disruptive behavior to leave class pending discussion and resolution of the problem and may also report a disruptive student to the Student Affairs Office (WH A-410, 310-243-3784) for disciplinary action.

Student Conduct Code Title 5, Article 2 Section 41301 http://www4.csudh.edu/student-rights/student-conduct-procedures/student-code-of-conduct

COURSE TECHNOLOGY DEMANDS

One of the goals of the University is to provide the best customer service to our students. During the past few years the university has been working to refine and ensure that any email system used by the University to communicate to students is secure and safe. As part of this process, **Student email** is now the primary means of communicating to all CSUDH students used by the Offices of Admissions, Financial Aid, Records and Registration and Student Financial Services. ***Please check your Toro email account regularly!***

This is an online course. A desktop or laptop computer with speakers will be needed. Please note that not all features of the online classroom are accessible from mobile devices (smart phone, iPad, etc.). Required computer software and Internet access requirements are described here: http://www4.csudh.edu/it/services/academic-technology/online-courses-tech/index.

Students in this online class are expected to:
- Have the ability to navigate and use Blackboard or any other course sites identified by the professor.
- Have basic information and computer literacy in one of the computer formats (Windows, Macintosh, or GNU/Linux).
- Have the ability to use word processing programs (e.g. Microsoft Word); all files must be saved and uploaded in a Microsoft compatible file.
- Have ability to create PowerPoints and/or Prezi presentations.
- Have fast Internet connection such as broadband Internet (DSL, cable modem, etc.).
- Upload files in all computer formats (.doc, .docx, .jpeg, .ppt, .pdg, .pdf, .xps).
- Access and choose appropriate library and other scholarly information effectively.
- Be able to paraphrase concepts without plagiarizing.
- Maintain the minimum computer Hardware and Software requirements. Please visit https://www4.csudh.edu/it/services/academic-technology/online-courses-tech/index for the most up-to-date Hardware and Software computer requirements.

For further assistance: http://www4.csudh.edu/it/faq-help/student

TEACHER EDUCATION DIVISION

The Vision of the College of Education
Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

The Mission of the College of Education
Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:
- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve.

REMINDER NOTE

TED Policy states that candidates must maintain a B average, with no grade lower than a C. A grade of Incomplete is given only in cases of documented grave emergencies.
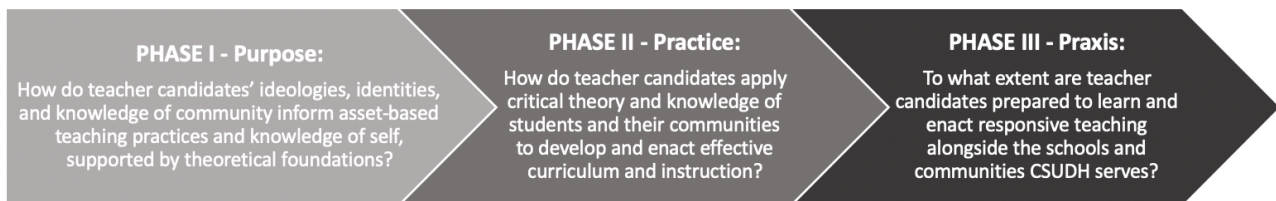
COLLECTIVE INTENTIONS

Caring is our key value. Ideals we carry are that we put relationships first, we practice curiosity, we show humility and grace and not expertise and judgement, we assume good intentions, and we honor confidentiality and the right of people to narrate their own stories. Because of these collective intentions, we add the following items to this syllabi:

- **Class Attendance:** *"In a given community of listeners, the absence of any member diminishes the story. The listener is so integral that any student who misses class should account for it, not because of a grade but because of its effect on the community." (Betsy Hearn, Horn Book, January/February, 2005).* For our online-only community, this means that weekly blogs are essential.
- **Boundaries:** Please know that I honor and respect boundaries around professional time, personal time, well-being, caretaking, and rest. Should you receive any correspondence from me during a time that you're engaging with any of the above, please protect your time and wait to respond until you are able to do so. Likewise, due to the COVID-19 pandemic, to the racial and political turmoil, I will be responding as soon as I am able to as well.
- **Names and Naming:** It is important that we call each other by our names, by who we are and know ourselves to be in the world. As such, please feel free to communicate your name, race, ethnicity, tribal community/nation, pronouns, and any other way you would like our classroom community to know and/or address you. (Credit to Django Paris)
- **Policy on Children in Class:** Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff and faculty parents:
  1. All exclusively breastfeeding babies are welcome in class as often as is necessary;
  2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover gaps in care is perfectly acceptable;
  3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
  4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met;
  5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

COURSE DESCRIPTION

This course explores the theory, research and practice related to learning and development. The emphasis is on biological and psychological factors in individual differences. Includes study of affective and cognitive development.

The Essential Questions for each Phase of the Credential Program

PHASE I - Purpose:	PHASE II - Practice:	PHASE III - Praxis:
How do teacher candidates' ideologies, identities, and knowledge of community inform asset-based teaching practices and knowledge of self, supported by theoretical foundations?	How do teacher candidates apply critical theory and knowledge of students and their communities to develop and enact effective curriculum and instruction?	To what extent are teacher candidates prepared to learn and enact responsive teaching alongside the schools and communities CSUDH serves?

RESEARCH

This course is based on the research of:

American Bar Association. (2006). *Teen Dating Violence: Prevention Recommendations.* Washington, DC: U. S, Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the Funds of Knowledge approach. *Culture and Psychology,* 20, 31-48.

Esteban-Guitart, M. (2016). *Funds of identity: Connecting meaningful learning experiences in and out of school.* New York, NY: Cambridge University Press.

Gay, G. (2010). *Culturally responsive teaching (2nd ed.).* New York: Teachers College Press.

Gonzalez, N., Moll, L. & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* Mahwah, NJ: Routledge.

Guasp, A. (2010). *Different Families: The Experiences of Children with Lesbian and Gay Parents.* London: Stonewall Education Champions.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Thousand Oaks, CA: Corwin Press.

Herrera, S. (2010). *Biography-driven culturally responsive teaching.* New York, NY: Teachers College Press.

Holladay, J. (2008). Mix It Up! *Greater Good Magazine*, pps. 20-21. Berkeley, CA: The Greater Good Science Center at the University of California, Berkeley.

Jensen, E. (2010). 10 Most Effective Tips for Using Brain Based Learning and Teaching. Jensen Learning Corporation.

Jensen, E. (2005). *Teaching with the Brain in Mind.* Alexandria, VA: Association for Supervision Curriculum Development.

Kaba, M., Mathew, J. C., & Haines, N. (Eds.). (2009). *Something is Wrong: Exploring the Roots of Youth Violence.* Chicago, IL: Teachers for Social Justice.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children (2nd ed.).* San Francisco, CA: Jossey-Bass.

Lawrence, W. (2018, August 7). Putting identities at the heart of teaching and learning. Important Conversations. https://www.whitneylawrence.com/classroom-talk/putting-identities-at-the-heart-of-teaching-and-learning-identity-part-1-of-6

Lee, C. D. (1997). Bridging home and school literacies: A model of culturally responsive teaching. In J. Flood, S. B. Heath, D. Lapp (Ed.). *A handbook for literacy educators: Research on teaching the communicative and visual arts* (pp. 330-341). New York: Macmillan Publishing Company.

Lee, C. D. (2001). Is October brown Chinese? A cultural modeling activity system for underachieving students. *American Educational Research Journal,* 38, 97-141.

Sapp, J. (2009). How School Taught Me I was Poor. *Teaching Tolerance Magazine,* 35. Montgomery, AL: Teaching Tolerance.

Williams, D. (2005). *Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice.* Montgomery, AL: Teaching Tolerance.

COURSE OBJECTIVES: Aligned to CTC TPEs
http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

Program Level SLOs	Course Level SLOs	Input	Evaluation Method
TPE 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Students will be introduced to the major stages of cognitive and affective behavior in students and the major principles of behavioral, social and cognitive learning theory and how they apply to the learning processes in the classroom.	Assigned readings, lectures and class activities	Blogs
TPE 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Candidates will be introduced to the individual differences in children known to affect their behavior, motivation and learning.	Assigned readings, lectures and class activities	Blogs; Photo Essay Assignment
TPE 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	Candidate will become familiar with and anticipate major characteristics of special student populations and demonstrate the ability to plan instructional interventions.	Assigned readings, lectures and class activities	Blogs; Research Paper Assignment; Photo Essay Assignment; Supporting Students Resource

GRADING POLICY

Grades for this course are based upon participation in discussion boards and assignments completed outside of class. Assignments are due on the dates listed on the **Class Schedule**. No late work will be accepted. No extra credit will be given.

Course Grading Scale: Grades are calculated using the following scale:

A	95% and above	B-	80-83%	D+	67-69%
A-	90-94%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	F	63% or below
B	84-86%	C-	70-73%		

Grading for postings/participation/discussion boards/assignments will be based on the following standards:

- **Exceeds Requirements (90-100%)** – Accurately interprets the assignment or discussion questions. Information is concisely synthesized with minimal errors in content. Quality evidence sources are used, including some beyond those provided in the course. The assignments are of high quality. *Deadlines for posts and assignments are met.*
- **Meets Minimum Requirements or Exceeds Requirements With Some Inconsistencies (83-89%)** – Accurately interprets the discussion questions. Information is synthesized with some notable errors in content. Appropriate evidence sources are used. The assignments are of acceptable quality.
- **Does Not Meet Minimum Requirements (0-82%)** – Misinterprets the discussion questions or does not address the salient points. Information is not well synthesized. Concerning errors (quantity or significance) in content are made. Evidence sources are not of appropriate quality. The assignments handed in are inconsistent or not appropriate. Deadlines for posts/participation are not met or posts are missing.

ATTENDANCE

Students in online sections are required to engage in weekly discussions, assignments, group work, and other learning activities as specified in the course. Failure to meet these requirements will result in the loss of credit for attendance and participation.

COURSE TASKS

Postings/Participation (40 points) *TPE 2.1, 2.3, and 2.4*
Each of the 15 weeks of our course has reflective questions you can use to post on our discussion blog. You must post 8 of the 15 weeks. However, you are responsible for all course materials. Postings must be a minimum of 300 words and, of course, be thoughtful and worthy of graduate-level rigor. Each response is worth 5 points for a total of 40 points. *Everyone does the introduction blog post.* **Do note that there are deadlines for the blogs to keep you accountable. Blog deadlines are listed on the course site.**

Supporting Students Resource (20 points) *TPE 2.4*
You'll choose two issues confronting children today (those who have experienced trauma, who are unhoused, foster care, incarceration, and/or are medically fragile, etc.) and develop a bank of local LAUSD/Los Angeles resources available for those issues. This resource should include the following elements:

- Why this resource is important – an introduction to why this chosen topic is relevant to today's children and an explanation of why these resources are needed.
- At least four local resources complete with contact information, address, phone number, website, and a short explanation of why this resource can help.
- At least two national websites/organizations that address this issue.
- At least two "must have" books complete with title, author, and ISBN number.

(TPE 2.4 Practiced (P) and Assessed (A))

Photo Essay (20 points) *TPE 2.3 and 2.4*
You will be using photos of yourself to visually illustrate theoretical foundations of this course. Comprehensive explanations will accompany each photo. See examples online. This completed assignment is emailed to your professor at jsapp@csudh.edu. Your photo essay can be on one of the following theories found in your textbook:

- Bronfenbrenner's Bioecological Model of Human Development
- Erikson's Eight Life-Span Stages
- Four School Practices That Promote Resilience

(TPE 2.3 Introduced (I) and TPE 2.4 Introduced (I), Practiced (P), and Assessed (A))

NOTE: *There are many reasons that some of us do not have photos of our childhood and assignments that ask for history and origin can be triggering for some of us. If this is the case for you, students have used clip art or stock photos to do this assignment and that is perfectly acceptable. Others have drawn picture or have re-imagined this assignment so that they feel successful and comfortable. I, for one, have spent the entirety of my parenthood worrying about family tree assignments because we are a family created through the wonder of adoption. Schooling can re-traumatize many of us with assignments like this, so please do this photo essay in a way that works for you.*

Research Paper (20 points) *TPE 2.4*
You will choose a topic that has grabbed your interest from any Phase I class and write a 10-page research paper explaining the topic you've chosen as well as its specific connection to the field of educational psychology. **Structure of the Paper:** (1) Which topic did you choose and why? (2) Find at least 5 peer-reviewed journal articles that you can synthesize to explain your topic. (3) Connect it to the theories in educational psychology that we've learned in class. (4) Conclusion. (5) Use APA for references. Your reference page is page 11 of your paper. This completed assignment is emailed to your professor at jsapp@csudh.edu. More information on this assignment is posted at www.professorsapp.com.

WEEK	TOPICS/CLASS ACTIVITY	HOMEWORK:
Week 1 Jan 22	Introduction to our course and each other; Brain-Based Learning and Brain-Antagonistic Learning; Culturally Responsive Teaching and the Brain	• View short Jensen video on BBL. • Read the BBL presentation. • Read Education Reform's *Brain-Based Learning* • Read Jensen's *10 Most Effective Tips For Using BBL* • Read Zaretta Hammond's *Culturally Responsive Teaching and the Brain*
Week 2 Jan 29	Exploring Identity-Based Curricula; Culturally Relevant Pedagogy; Lee's Cultural Modeling; Funds of Knowledge; Funds of Identity; Biography-Driven Instruction	• Read Guy-Evans' *Bronfenbrenner's Ecological Systems Theory* • Read Blagg's *Decoding Youth Culture and School Success* • Read Sacks' *What Makes a Great Teacher: Pedagogy or Personality?* • Read about Luis Moll's work in *Critical Practices for Anti-Bias Education: Family and Community Engagement* • Read Lawrence's *Putting Identities at the Heart of Teaching and Learning*
Week 3 Feb 5	Learner diversity; Resistance theory; Language, gender, and class	• Read Sapp's *How School Taught Me I was Poor* • Read Sapp's *The Story of Juliette Hampton Morgan: Becoming a White Anti-Racist Activist* • Read Holladay's *Mix-It-Up!*
Week 4 Feb 12	Differentiation; Disability Justice; The Problem with Learning Styles; Teacher Bias; Cooperative Learning and Race Relations	• Read Moran's *Why You Shouldn't Waste Your Time with Learning Styles* • View Donato-Sapp's *Disability Justice* Video • Read Johnson's *Differentiated Instruction Allows Students to Succeed* • Read *Teacher Bias: The Elephant in the Classroom* • Read Sapp's *Cooperative Learning: How to Help Your Students Talk about Race*
Week 5 Feb 19	Constructivism	• Do Workshop – Constructivism as a Paradigm for Teaching & Learning • View Abbott's Theory of Constructivism in Learning • View Benally's What is Constructivism?
Week 6 Feb 26	Memory and recall made simple	• View Allen Alda in Dan Schacter's *True or False* • Read Sprenger's *Brain-Friendly Teaching: Strategies to Improve Memory* • Read Willis' *Learning and Memory*
Week 7 Mar 4	Art in the classroom as complex cognitive processing	• Check out *Helena and the Arts* • Read Nobori's *How the Arts Unlock the Door to Learning* • Read Jensen's *How Arts Change the Brain* • Review Baker's Art Integration and Cognitive Development
Week 8 Mar 11	Positive behavioral interventions and supports (PBIS)	• Read *Restorative Justice is Fully Promoted and Implemented Now in LAUSD* • Read *The Neuroscience Behind Stress and Learning* • View CSUDH Alumni Melodi Patterson's video on *PBIS* • Read *PBIS and Restorative Justice Fact Sheet* • DUE: Supporting Students Resources due by Friday at 5pm – email to jsapp@csudh.edu

Week 9 Mar 18	Learned helplessness	• View Local LA Teacher Chris Morales' video on *Silent Fails* • Read Tantillo's *17 Ideas to Help Combat Learned Helplessness* • Read Miller's *Avoiding Learned Helplessness* • Do the IRIS Module on *Helping Students Become Independent Learners*
Week 10 Mar 25	Classroom management IRIS Information Briefs	• Choose one Information Brief from the Selection Provided
Week 11 Apr 1	No Class, Spring Break	
Week 12 Apr 8	Classroom management IRIS Modules; Behavior management plans (BMPs)	• Read the IRIS *Defining Behavior Case Study* • Review the *Behavior Management Plans (BMPs)*
Week 13 Apr 15	Learning and Effective Teaching; Changing Educational Paradigms	• View the TED Talk *Changing Education Paradigms* • Read Needham's *5 Points on Sir Ken Robinson's TED Talk* • DUE: Photo Essay due by Friday at 5pm – email to jsapp@csudh.edu
Week 14 Apr 22	School Reform; Standardized Testing	• View the trailer for *Waiting for Superman* Documentary • Read Resmovits' *NYC Teachers Counter "Waiting for Superman" with Film of Their Own* • Read *Harvard Educational Review of Waiting for Superman* • Read Karp's *Challenging Corporate Ed Reform* • Read Snapp's *How Bill Gates Lied and Introduced the Defunct Common Core to Falsify an IT Skills Shortage* • Read the *Donato-Sapp Position Sheet on Standardized Testing* • Read Dingerson's article on *DC School Chancellor Michelle Rhee*
Week 15 Apr 29	Nothing to do this week but catch up on all your course work	
Week 16 May 6	Teaching as a Subversive Act; What have we learned?	• Read Flores & Garcia's *A Critical Review of Bilingual Education in the United States: From Basements and Pride to Boutiques and Profit* • Read Sapp's *Teaching as a Subversive Act* • DUE: Research Paper due by Friday at 5pm – email to jsapp@csudh.edu

The following table shows every topic covered in the course and its corresponding place in our course textbook. It includes major theorists who have contributed to the particular educational psychology topic as well as what branch of educational psychology it relates to (cognitive, social, or behavioral).

Topic Listed in My Course Schedule	Which Text Chapter is Addressed by this Topic?	Theorists	Which Branch of Educational Psychology does the Topic Address?
Reflective Practice	Chapter 1 *Educational Psychology: Understanding Learning and Teaching*. The specific topic of "Teacher Knowledge and Reflective Practice" (page 12)	Ann Brown John Flavell P. Jackson	Cognitive, Social, and Behavioral Psychology
Brain-Based Learning	Chapter 2 *Cognitive and Language Development.* The specific topic of "Brain Research and Cognitive Development" (page 31)	Eric Jensen J. Piaget L. Vygotsky	Cognitive Psychology
Bullying TPE 2.3	Chapter 3: *Personal, Social, and Moral Development.* The specific topics of "Bullying" and "Cyberbullying" (page 75)	E. Erickson L. Kohlberg C. Gilligan	Cognitive, Social, and Behavioral Psychology
Gender TPE 2.3	Chapter 4 *Learner Diversity*. The specific topic of "Gender" (pages 120-125). This is my research focus.	Alperstein Perkins-Gough J. Sokolower	Cognitive, Social, and Behavioral Psychology
Language TPE 2.3	Chapter 4 *Learner Diversity*. The specific topic of "Linguistic Diversity" (pages 104-119)	S. Krashen L. Sarmiento	Cognitive and Social Psychology
Socio-Economic Status	Chapter 4 *Learner Diversity*. The specific topic of "Socioeconomic Status" (pages 125-134).	Linda Darling-Hammond James Banks	Cognitive, Social, and Behavioral Psychology
Increasing Parental Involvement	Chapter 4 *Learner Diversity*. The specific topic of "Parent Involvement" (page 127).	Bolivar & Chrispeels Moffit et al R. Kennedy OCHR	Social and Cognitive Psychology
Learning Styles TPE 2.1	Chapter 5 *Learners with Exceptionalities*. The specific topic of "Learning Styles" is noted on page 145.	David Kolb Neil Flemming	Cognitive and Social Psychology
Exploring Youth Culture TPE 2.1	Chapter 6 *Principles of Cognitive Learning Theory and the Construction of Knowledge*. The specific topic of "Social Influences on our Lives" is on pages 188-192.	Brooks Thaler & Sunstein	Social Psychology
Resistance Theory TPE 2.1	Chapter 6 *Principles of Cognitive Learning Theory and the Construction of Knowledge*. The specific topic of "Resistance to Change" is on page 196.	S. Nieto Sinatra & Pintrich Yip	Cognitive, Social, and Behavioral Psychology
Memory and Recall	Chapter 7 *Cognitive Learning and Human Memory*. One of my specializations is the topic of memory and recall and we use my own publication *Memory & Recall Made Simple* - for this session.	Neisser Miller Jensen	Cognitive Psychology
Art as Complex Cognitive Processing	Chapter 8 *Complex Cognitive Processes*. The infusion of art and creativity as components of complex cognitive process is on pages 257-269.	Schwartz & Heiser Mayer Terry Cassady	Cognitive Psychology
Positive Behavioral Interventions & Supports (PBIS) TPE 2.1	Chapter 9 *Behaviorism and Social Cognitive Theory.*	Kahng & Iwata Lalli & Kates Kaff, Zabel, & Milham	Behaviorist Psychology
Learned Helplessness TPE 2.4	Chapters 10 *Motivation and Learning* and Chapter 11 *Student Motivation*. The specific topic of "Learned Helplessness" is on pages 346-347.	Maslow Bandura Graham & Weiner	Cognitive, Social, and Behavioral Psychology
Classroom Management TPE 2.3	Chapter 12 *Classroom Management: Developing Self-Regulated Learners.*	Brophy N. Noddings Piaget	Behavioral Psychology
Differentiation TPE 2.1	Chapter 13 *Learning and Effective Teaching*. The specific model of instruction "Differentiating Instruction" is on page 466.	Tomlinson & McTighe Hall, Strangman, & Meyers	Cognitive, Social, and Behavioral Psychology
Cooperative Learning TPE 2.1	Chapter 13 *Learning and Effective Teaching*. The specific model of instruction "Cooperative Learning" is pages 453-471.	C. Bonwell Spencer Kagan Jean Piaget Albert Bandura	Social Psychology

TED 505 Grading Rubrics

Photo Essay (TPE 2.3 and 2.4)

1	2	3	4	5
Does not establish a learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn	Establishes and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe that **empowers** all students to learn, **anticipate,** recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

Supporting Students Resources (TPE 2.4)

1	2	3	4	5
Does not demonstrates that they know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, and/or are medically fragile.	Demonstrates that they know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, and/or are medically fragile. Explains why this topic/issue/resource is relevant and needed. Does not include at least four local resources, two national websites/organizations, and two must-have books with their citations.	Demonstrates that they know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, and/or are medically fragile. Explains why this topic/issue/resource is relevant and needed. Includes at least two or three local resources, one national websites/organizations, and one must-have book with their citations.	Demonstrates that they know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, and/or are medically fragile. Explains why this topic/issue/resource is relevant and needed. Includes at least three local resources, two national websites/organizations, and two must-have books with their citations.	Demonstrates that they know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, and/or are medically fragile. Explains why this topic/issue/resource is relevant and needed. Includes at least four local resources, two national websites/organizations, and two must-have books with their citations.

Elements of Writing

1	2	3	4	5
The paper lacks logical progression of supporting ideas or evidence for paper content; the paper addresses topic but loses focus by including irrelevant ideas; frequent errors in spelling, grammar, and punctuation; no references or incorrect APA references.	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions with some supporting ideas and/or evidence for the paper content; errors in grammar and punctuation, but spelling has been proofread; few references or some incorrect references.	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions with some supporting ideas and/or evidence for the paper content; paper is focused on topic and includes few loosely related ideas; errors in grammar and punctuation, but spelling has been proofread; few references or some incorrect references.	Paper includes logical progression of ideas aided by clear transitions and support lacks specificity or is loosely developed; paper is focused on the topic and includes relevant ideas; occasional grammatical errors and questionable word choices; use of references indicate some research.	Paper includes logical progression of ideas aided by clear transitions and support lacks specificity or is loosely developed; the paper is focused, purposeful, and reflects clear insight and ideas; nearly error-free which reflects clear understanding and thorough proofreading; use of references indicate substantial research.

Phase 1 – Purpose

How do teacher candidates' ideologies, identities, and knowledge of community inform asset-based teaching practices and knowledge of self, supported by theoretical foundations?

	Innovating (4 pts)	Integrating (3 pts)	Emerging (2 pts)	Contemplating (1 pt.)
Ideologies, Identities, and knowledge of community	Candidate demonstrates understanding of communities' knowledge, experiences, and histories: • Evidence that teacher understands alternate perspectives, knowledge, and ideas that reflect indigenous and other ways of knowing. • Teacher uses asset-based language to describe students, communities, and families.	Candidate demonstrates understanding of 1 or 2 criteria listed.	Candidate demonstrates understanding of none of the criteria listed.	n/a
Asset based teaching practices	Candidate lesson plan: • Includes opportunities to elicit and incorporate students' knowledge, experiences, histories, and assets.	Lesson has 1 or 2 criteria listed.	Lesson has none of the criteria listed.	n/a
Knowledge of self	Candidate demonstrates knowledge of: • Their own privileges • Their own positionality • Systems of power and oppression • Activism and ways to resist and disrupt systems of power and oppression • Critical theories of student learning	Candidate demonstrates 4 of 5 criteria listed.	Candidate demonstrates 3 of 5 criteria listed.	Candidate demonstrates 1 or 2 of 5 criteria listed.