

**PSY 559: Advanced Educational Psychology
Winter 2007**

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Class Time:	10:00-11:50, TuTh	Phone:	963-2349
Class Location:	Psychology 220	Office:	Psychology 436
Office Hours:	Mondays 10:00-11:50, Fridays 10:00-10:50, and by appointment		

Required Readings

Mayer, R.E. (2003). *Learning and Instruction*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Readings available on reserve at Brooks Library.

Students in this course are required to subscribe to LiveText, a web-based electronic portfolio system. For assistance in subscribing or using LiveText, students can contact the LiveText E-Portfolio Help Desk at 963-1671. The website for LiveText can be found at: <http://college.livetext.com/college/index.html>

Prerequisites

PSY 315 or permission of the instructor.

Course Description

Investigation of principles of learning and behavior as it relates to educational situations, including major theories of learning and development and assessment/evaluation procedures. Four credits.

Course Rationale

The purpose of this course is consistent with:

- The University's commitment to teaching as the means to facilitate learning;
- The Center for Teaching and Learning's mission to train facilitators of learning in a diverse world, as well as training standards for School Counseling and School Psychology (see Appendix A)
- The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study; and,
- The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare.

Course Policies/Expectations

1. Courtesy and respect are basic expectations in any interpersonal interaction.
 - Please arrive on time and prepared, and stay for the entire class period.
 - Please use appropriate manners during class. Be quiet while others are talking or concentrating (no chatting and/or making noise), and be respectful (no rude or derogatory comments). Questions, relevant comments, and jokes are welcome!
 - Please turn off cell phones before class starts.
2. Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the ADA Compliance Officer and Director, on campus at 509-963-2171 for additional disability-related educational accommodations.

3. It is expected that you will have read the assignments prior to coming to class, that you will attend class, and that you will be prepared to participate.
4. **ACADEMIC HONESTY:** Cheating or plagiarizing (claiming the written work of another person as your own or failing to give credit to the actual author) will result in an automatic grade of "F" on the test or assignment. In addition, the student may be referred to the Vice President for Student Affairs office for disciplinary action.

Course Requirements and Assessment Strategies:

1. **CLASSROOM MANAGEMENT PRESENTATION.** You will become an expert in a specific aspect of classroom management skills, and share this expertise. You will choose a classroom management skill or set of skills, review the relevant literature, and present your information to the class. In your presentation you should at a minimum: (a) describe the skill, (b) present evidence of its effectiveness (what is known about how well the technique(s) works and under what conditions), and (c) discuss practical aspects of implementation. You will have 45 minutes for your presentation. See separate handout and signup sheet for topics and dates. This presentation is worth 75 points.
2. **CLASSROOM OBSERVATIONS/JOURNAL.** You will spend a minimum of 7 hours observing a classroom, approximately one hour/week. After each hour-long observation, you will summarize what you saw in a journal entry. In addition to a summary, you will describe what you observed that illustrated the concepts being discussed in class. Journal entries must be typed and will be collected weekly and graded according to the connections made between course (PSY 559) material and what was observed in the classroom. Your completed journal should be posted in your LiveText account. In return for the teachers' generosity in allowing you to observe their classrooms, you will volunteer one hour for each hour you observe, at the teacher's discretion. See handout for additional details. The observation/journal activity is worth 100 points.
3. **TERM PAPER.** You will write a 6-8 page paper reviewing the Essential Academic Learning Requirements (EALRs) in a particular subject area for a particular range of grade levels and comparing them to the Washington State Assessment of Student Learning (WASL). You will review WA State standards and how those are assessed. Additionally, you need to provide suggestions how teachers can assure their students are ready for these tests. You may have to task analyze the EALRs and the WASL test items to make suggestions. If there are best practices proposed by differing disciplines' professional organizations, you will need to describe those as well. Use APA style for your paper and citations. See handout for additional details. This paper is worth 100 points, and should be posted to your LiveText account.
4. **TOPIC PRESENTATIONS.** You and at least one classmate will present information on a specified topic. A large part of your presentation should include either an activity or discussion designed to involve your classmates in learning about the topic. You will have 30-45 minutes for your presentation. To prepare, each team member should locate and read one article or book chapter that is relevant to that topic. On the day of your presentation each team member must submit (1) a hard copy of the article/chapter, and (2) a 2-page typed double-spaced review (with citation) and critique of the article/chapter, including what you learned from it. The presentation and accompanying reading/review are worth 75 points.

5. **DISCUSSION GROUPS.** Each week you will participate in an in-class discussion group about an assigned topic. Discussion groups will be oriented around a specific question, but you may go beyond this question in your readings and discussion. To prepare for each discussion group, you must find and read at least one relevant article or book chapter in addition to the assigned readings. On the discussion group days you must submit a one-page double-spaced typed paper including the following information:
 - Citation (APA style)
 - Brief summary of the main points
 - Your opinion of the reading
 Participation in the discussion groups and submission of the article summaries are worth a total of 30 points.

6. **PARTICIPATION.** Your general participation in class discussions and other in-class activities is an important component to your learning. Grading for participation will reflect several factors, including amount of participation, relevance/quality of participation, providing feedback on classmates' presentations, and attendance. Participation is worth 20 points total.

7. **TIMELY SUBMISSION OF ALL ASSIGNMENTS.**
 All assignments are due at the beginning of class on the dates indicated below. Late assignments will NOT be accepted.

Course Objectives

By the end of the quarter, students who pass this course will:

	<u>Assignment</u>	<u>School Counselor Standards</u>	<u>(NASP) 2000 Standards</u>
• demonstrate knowledge of assessment procedures;	Presentations	9, 11	2.1, 2.3, 2.11
• demonstrate understanding of behavioral and cognitive theories of learning; • demonstrate understanding of motivation theory and its application to the classroom;	Classroom Observation Journal, Presentations	2, 5	2.3, 2.5
• demonstrate knowledge of techniques of classroom management;	Presentations	2, 6, 11	2.4, 2.7
• understand application of theories of human development; • understand classroom issues related to diversity;	Discussion Group/ Participation	1, 3, 10, 11	2.2, 2.3, 2.4, 2.9

Students who successfully complete this course will have partially met the training standards for School Counselors and School Psychologists as shown above. See Appendix A for descriptions of the standards.

Grading:

Assignment	Points Possible
Classroom Management Presentation	75
Classroom Observation Journal	100
Term Paper	100
Topic Presentations	75
Discussion Groups	30
Participation	20
TOTAL	400

Grades will be assigned based on the following distribution of total points:

A	94% and up	B-	80%	D+	67%
A-	90%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	Below 60%

Tentative Class Schedule:**Week 1**

1/4/07 INTRODUCTION

Readings: Mayer Ch. 1

Week 2

1/9 MOTIVATION

Readings: Mayer Ch. 14
Wigfield & Eccles (2000)

1/11 STUDENT DIVERSITY

ACTIVITY: Group Discussion*Question: How can teachers provide a meaningful education to students of diverse abilities, races, ethnicities, interests, backgrounds, and genders?*Readings: Oakes & Wells (1998)
Reis, Kaplan, Tomlinson, Westberg, Callahan, & Cooper (1988)
Thernstrom & Thernstrom (2003)**Week 3**

1/16 CLASSROOM MANAGEMENT

DUE: Classroom Observation Journal (COJ)Readings: Mayer, Ch. 7
Gettinger (1988)

1/18 MORE CLASSROOM MANAGEMENT

ACTIVITY: Group Discussion*Question: How can classroom management affect student learning?*Readings: Rathvon (1999)
Garrahy, Cothran, & Kulinna (2005)**Week 4**

1/23 LEARNING AND DEVELOPMENT

DUE: COJ

Readings: Vygotsky (1978)

1/25 INSTRUCTIONAL APPROACHES

Readings: Mayer, Chs. 8, 13
Mayer (2004)
Windschitl (1999)

ACTIVITY: Group Discussion

Question: What are the advantages and disadvantages of direct instruction and constructivist approaches?

Week 5

1/30 TEACHING PROBLEM SOLVING

Readings: Mayer, Chs. 9, 12

DUE: Topic Presentation, COJ

2/1 COGNITIVE LEARNING THEORIES

Readings: Mayer, Chs. 10, 11
Stahl (1999)

ACTIVITY: Group Discussion

Question: Should teachers choose instructional strategies based on student learning styles?

Week 6

2/6 ASSESSMENT

Readings: Goldberg (2004)
Reville (2004)

DUE: COJ

2/8 MORE ASSESSMENT

ACTIVITY: Group Discussion

Question: How can you tell if an assessment is aligned with objectives and instruction?

Week 7

2/13 LEARNING TO READ

Readings: Mayer, Chs. 2, 3

DUE: COJ

ACTIVITY: Group Discussion

Question: How does "reading" change from elementary to secondary grades? How should this change affect strategies aimed at assisting poor readers?

2/15 LEARNING TO WRITE

Readings: Mayer, Ch. 4

DUE: Topic Presentation

Week 8

2/20 LEARNING MATH

DUE: Topic Presentation, COJ

Readings: Mayer, Ch. 5

2/22 LEARNING SCIENCE

DUE: Topic Presentation

Readings: Mayer, Ch. 6

CLASSROOM MANAGEMENT PRESENTATION**Jen** – Withitness & Overlapping

Week 92/27 **CLASSROOM MANAGEMENT PRESENTATIONS** **DUE: COJ****Tabitha** – Classroom Rules, Policies, & Procedures**Jax** – Rewards/Reinforcers (social rewards, tangibles, schedules, group contingencies)**Joy** - Punishment (Correction, ignoring, reprimands, group contingencies, time out)3/1 **CLASSROOM MANAGEMENT PRESENTATIONS****Kristine** - Teacher-Home Communication**Melissa** - Classroom Environment (Physical aspects and organization)**Fabian** – Token Economy

Week 103/6 **CLASSROOM MANAGEMENT PRESENTATIONS** **DUE: COJ (as needed)****Nicole** - Shaping (in the context of Classroom Management)**Gerardo** - Managing Transitions**Veronica** - Maintaining Group Focus3/8 **APPLICATIONS/CASE STUDIES**

Finals Week

March 13 (Tuesday)

DUE: Term Paper

Term paper is due to me or in my box no later than 11:00 am.

PSY 559 READING LIST

- Garrahy, D. A., Cothran, D. J., & Kulinna, P. H. (2005). Voices from the trenches: An exploration of teachers' management knowledge. *The Journal of Educational Research*, 99, 56-63.
- Gettinger, M. (1988). Methods of proactive classroom management. *School Psychology Review*, 17, 227-242.
- Goldberg, M.F. (2004). The test mess. *Phi Delta Kappan*, 85, 361-366.
- Mayer, R.E. (2004). Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction. *American Psychologist*, 59, 14-19.
- Oakes, J. & Wells, A.S. (1998). Detracking for high student achievement. *Educational Leadership*, 55. As reprinted in L. Abbeduto (Ed.) (2006). *Taking sides: Clashing views in educational psychology (4th ed.)* (Issue 2, pp. 21-34). Dubuque, IA: McGraw Hill Contemporary Learning Series.
- Rathvon, N. (1999). *Effective school interventions: Strategies for enhancing academic achievement and social competence* (Ch. 3, pp.60-112). New York: The Guilford Press.
- Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westberg, K.L., Callahan, C.M., & Cooper, C.R. (1988). Equal does not mean identical. *Educational Leadership*, 56. As reprinted in L. Abbeduto (Ed.) (2006). *Taking sides: Clashing views in educational psychology (4th ed.)* (Issue 2, pp. 21-34). Dubuque, IA: McGraw Hill Contemporary Learning Series.
- Reville, S.P. (2004). High standards + high stakes = high achievement in Massachusetts. *Phi Delta Kappan*, 85, 591-597.
- Stahl, S. A. (1999). Different strokes for different folks? A critique of learning styles. *American Educator*, 23, 27-31.
- Thernstrom, A. & Thernstrom, S. (2003). *No excuses: Closing the racial gap in learning* (Ch. 8, pp.151-168). New York: Simon & Schuster.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, MA: Harvard University Press.
- Wigfield, A. & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25, 68-81.
- Windschitl, M. (1999). The challenges of sustaining a constructivist classroom culture. *Phi Delta Kappan*, 81, 751-755.

Appendix A

School Counseling and School Psychology Standards covered in PSY 559, Advanced Educational Psychology (4 credits)

This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 181-78A-270 (a) (5) [Rev. 12/3/04].

STANDARD 1: Foundations of the School Counseling Profession. Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.

- Standard 01-4. Articulates and documents how the school counseling program and counselor activities support the mission of the school and impact student learning;

STANDARD 2: School Counseling and Student Competencies. Certified school counselors know and can integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program; can teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living and working; and provide information about best practices to a school community.

- Standard 02-1. Identifies needs of students in academic, career, personal, and social domains and determines positive impact on student learning;
- Standard 02-2. Demonstrates knowledge and skills in curriculum development, instructional and assessment practices, and classroom management;

STANDARD 3: Human Growth and Development. Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well being and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

- Standard 03-4. Applies knowledge of learning theory, including styles, modalities, and multiple intelligences.

STANDARD 5: Equity, Fairness, and Diversity. Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

- Standard 05-2. Advocates for equitable access to instructional programs and activities through the design and implementation of plans that remove barriers to learning;
- Standard 05-3. Disaggregates data to identify areas where students may be negatively impacted by school practices and policies and proposes solutions;

STANDARD 6: School Climate. Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

- Standard 06-6. Demonstrates knowledge of the strategies and methodologies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest goals;

STANDARD 9: Student Assessment and Program Evaluation. Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

- Standard 09-1. Assesses, interprets, and communicates results to students, faculty, and parents and community with respect to aptitude, achievement, interests, and learning styles;
- Standard 09-4. Interprets results of Washington Assessment of Student Learning (WASL) and/or other informal/formal assessments to a variety of audiences;
- Standard 09-5. Uses data to identify and support students at risk of school failure;
- Standard 09-6. Articulates the basic principles and purposes of program evaluation;

STANDARD 10: Leadership and Advocacy. Certified counselors support practices and policies that promote academic rigor—skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

- Standard 10-1. Contributes to the school improvement planning process;

- Standard 10-2. Facilitates understanding the link between curriculum, instruction, and assessment to student effort, performance, and success beyond high school;

STANDARD 11: Professionalism, Ethics, and Legal Mandates. Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

- Standard 11-1. Writes and speaks effectively in formal and informal communications;

This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 181-78A-270 (7) (a) [Rev. 10/11/04].

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.