

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
SECONDARY EDUCATION PROGRAM



Promoting Learning & Development Across the Lifespan

EDUC 672, Section 004: Human Development and Learning: Secondary Education

**3 credits**; Fall 2014

August 25, 2014-December 10, 2014

Mondays, 7:20-10:00 p.m., Robinson Hall A, Room 125

**PROFESSOR**

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**COURSE DESCRIPTION:**

**A. Prerequisites**

EDUC 522

**B. Course description from the university catalog**

Explores developmental issues associated with middle and high school students, and theories that provide basis for understanding learning process. Addresses implications for designing instruction and curriculum.

**C. Expanded Course Description**

EDUC 672 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

**DELIVERY METHOD**

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 672 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

You can visualize the course as having three parts:

1. DEVELOPMENT AND DIVERSITY
2. LEARNING AND MOTIVATION
3. CLASSROOM STRATEGIES

All of the sections will help you understand psychological research and apply it in your classrooms.

**LEARNER OUTCOMES:**

Education 672 is designed to enable students to examine connections among intellectual, social, emotional, and physical processes for adolescent students as well as the underlying theories which support these interactions in learning environments. The following table addresses learner outcomes as they relate to the College of Education and Human Development Core Values:

**Relationship Between Course Objectives and CEHD Core Values**

<b>Relationship Between Course Objectives and CEHD Core Values</b>	<b>Course Objectives</b>	<b>Conceptual Framework Core Values</b>
Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.		Research-based practice Ethical leadership Social justice
Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures given by experts in these fields and by working on individual case studies.		Research-based practice Ethical leadership Social justice
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.		Research-based practice Ethical leadership Social justice Innovation
Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a ten page paper on adolescents and motivation.		Research-based practice Ethical leadership Social justice Innovation
Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.		Research-based practice Ethical leadership Social justice Innovation Collaboration
Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.		Research-based practice Ethical leadership Social justice Innovation

**REQUIRED TEXT**

Snowman, J., & McCown, R. (2013). *Ed Psych*. Wadsworth, Cengage Publishing.  
(With Course Mate Printed Access Card) ISBN: 9781111841935

(This is an interactive part-print, part e-book that includes video cases and auto-graded quizzes among other online supports.)

The main textbook also comes with online video cases with guiding questions that will be assigned in addition to the reading. The purpose of the video cases is to give you more experience with adolescents in a classroom setting. If you buy a used book, you will not have to buy the

supplemental online component. I will accommodate the use of this part of the book in class. Of course, if you want to have access to it, feel free to buy a new book or a used book with the supplemental site.

Other articles/handouts will be distributed in class or posted on-line at the course website.

### **OPTIONAL TEXT**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

### **COURSE REQUIREMENTS**

- 1. Fieldwork Assignments:** Students will complete three writing assignments about teenagers, psychology, and teaching. The assignments will deal with 1) adolescent levels of development (e.g., physical, social, emotional, moral/ethical, and intellectual), 2) case study for teacher problem solving, and 3) adolescent motivation.
- 2. Presentation of Psychological Theory (Theory to Practice Presentations):** Students will choose groups of two people. Each small group will be asked to analyze readings and research in a specific psychological area, and present it to the class. All research must draw upon social scientific work on adolescent development, citing a minimum of five scholarly references for each student. The oral presentation includes both a discussion of the theory and an interactive activity for the class that illustrates the theory which will last approximately 20-40 minutes. References for the presentation should be included on the last slide of the power point.
- 3. Application Project:** Students will create a case study of a typical adolescent that may be encountered in a general education classroom. Students will describe the physical, social/emotional and cognitive/language development of the adolescent. Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. Strategies for meeting the needs of the case study adolescent within a classroom will be described. Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described.
- 4. Classroom Participation and Attendance Policy:** Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, I encourage you to both attend and participate in class regularly. Readings and video cases must be completed **before class**. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance). You will still be responsible for completing all assignments and readings for the next class. You are responsible for getting assignments

in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

5. **Written Assignments:** All written assignments must be completed electronically and posted on Blackboard. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA). Refer to the GMU Honor Code for further information.
6. **Out-of-Class Sessions:** One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at <http://mymasonportal.gmu.edu>.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/honor-code/> and <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> for the full honor code.

Please note that:

Plagiarism encompasses the following:

- Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
- Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” o (from Mason Honor Code online at <http://oai.gmu.edu/honor-code/>)
- Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

## **COURSE ASSIGNMENTS**

### **Fieldwork Assignment #1 – Analysis of Educational Theory seen in Teen-Based Movie-Due 9/22 (10 Points)**

Students will be asked to complete three fieldwork assignments. The first assignment will be a 5 page analysis of adolescent behavior, cliques, characteristics, and interactions based on a teen movie. Students will apply a minimum of five psychological concepts based on class instruction. (See Blackboard site for specific instructions). The scoring rubric for this assignment is on p. 14 of this syllabus.

### **Fieldwork Assignment #2 – Independent Analysis of Case Study-Due 10/20 (10 Points)**

Students will apply their understanding of psychological theory to analyze classroom based problem. For this case study, students will complete a minimum of eight, double spaced pages. Fieldwork Assignment #2 is a summative assessment of your ability to use psychological theory to analyze problems in a classroom. This case study assignment will reference four problems in the context and then apply at least eight developmental stages, learning theories or classroom strategies. (See Blackboard site for specific instructions). The scoring rubric for this assignment is on p. 15 of this syllabus.

### **3. Fieldwork Assignment #3 – Due 11/17 Motivation (10 Points)**

The third fieldwork assignment focuses on adolescent motivation. Students will interview one or more students or teachers about how motivation affects student learning and behavior. The paper should be eight to ten pages, double-spaced and include a minimum of ten psychological concepts. For this assignment, it is imperative that pseudonyms are used for interviewees. (See Blackboard site for specific instructions). The scoring rubric for this assignment is on p. 16 of this syllabus.

### **4. Child Abuse Seminar Certificate-Due 11/3 (5 Points)**

For this course, students are required to complete the Child Abuse Seminar Certificate. Please save the certificate as a pdf and post on Blackboard.

### **5. Theory to Practice Presentation-Due 11/17-12/1 (20 Points)**

Groups of two to three students will prepare a 20-40 minute presentation on one educational psychology theory based on the list below. Each group member (10 minutes per person) will summary commonalities in five peer reviewed articles related to the theory. Then the group will lead the class in a practical application activity for the classroom based on the theory. (See Blackboard site for specific instructions). The scoring rubric for this assignment is on p. 17 of this syllabus. Possible topics for this assignment are listed on the top of p. 7.

### **Small Group Topics:**

Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget)  
Social Constructivism (Lev Vygotsky)  
Information Processing Moral Development (Lawrence Kohlberg) or character development  
Adolescent Gender Norms (Carol Gilligan)  
Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)  
Special Education Needs Psychosocial Development (Erik Erickson)  
Social Cognitive Theory/Self-Efficacy (Albert Bandura)  
Humanistic Psychology (Abraham Maslow)  
Behaviorist Theory (B.F. Skinner)  
Attribution Theory (Bernard Weiner)  
Concept Formation (Jerome Bruner)  
Transfer (David Perkins)  
Assessment  
Classroom Management  
Self-regulated Learning (Zimmerman)

### **6. Application Project (Performance Based Assessment-Due 12/8 (30 Points))**

Students will create a case study of a typical adolescent that may be encountered in a general education classroom. Students will describe the physical, social/emotional and cognitive/language development of the adolescent. Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. Strategies for meeting the needs of the case study adolescent within a classroom will be described. Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. All strategies will be supported by at least two research references (six references total). The length of this double-spaced paper is flexible, but a typical paper will be at least 6 pages, not including references. The scoring rubric for this assignment is on pp. 18-19 of this syllabus.

**7. In Class Assignments, Participation, and Attendance Policy (15 points):** Students will be asked to work individually or in groups of 2-3 students in class assignments throughout the semester. Because of the importance of lecture and discussion to your total learning experience, I wish to encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. The scoring rubric for this assignment is on p. 20 of this syllabus.

## **COURSE EVALUATION**

### **Grading Policy**

Field Work Assignments (3)	30 pts total (10 pts each)
Child Abuse Seminar Training	5 pts
Theory to Practice Presentation	20 pts
Application Project	30 pts
In Class Assignments, Participation, and Attendance	15 pts
<b>TOTAL</b>	<b>100 pts</b>

### **Grading Scale**

A = 93-100%	B = 80-87%
A- = 90-92%	C = 70-79%
B+ = 88-89%	F = Below 70%
B = 80-87%	

## **TASKSTREAM REQUIREMENTS**

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit the Application Project to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and



counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions.

Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

### *Commitment to the profession*

Promoting exemplary practice  
Excellence in teaching and learning  
Advancing the profession  
Engagement in partnerships

### *Commitment to honoring professional ethical standards*

Fairness  
Honesty  
Integrity  
Trustworthiness  
Confidentiality  
Respect for colleagues and students

### *Commitment to key elements of professional practice*

Belief that all individuals have the potential for growth and learning  
Persistence in helping individuals succeed

High standards  
Safe and supportive learning environments  
Systematic planning  
Intrinsic motivation  
Reciprocal, active learning  
Continuous, integrated assessment  
Critical thinking  
Thoughtful, responsive listening  
Active, supportive interactions  
Technology-supported learning  
Research-based practice  
Respect for diverse talents, abilities, and perspectives  
Authentic and relevant learning

*Commitment to being a member of a learning community*

Professional dialogue  
Self-improvement  
Collective improvement  
Reflective practice  
Responsibility  
Flexibility  
Collaboration  
Continuous, lifelong learning

*Commitment to democratic values and social justice*

Understanding systemic issues that prevent full participation  
Awareness of practices that sustain unequal treatment or unequal voice  
Advocate for practices that promote equity and access  
Respects the opinion and dignity of others  
Sensitive to community and cultural norms  
Appreciates and integrates multiple perspectives

**CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu>.**

**TENTATIVE COURSE ORGANIZATION AND SCHEDULE:**

Date	Topic	Assigned Readings Due (Snowman and McCown)	Work Due
<b>PART I: DEVELOPMENT AND DIVERSITY</b>			
<b>Session 1 August 25</b>	Introduction Course Overview Characteristics of Adolescents		
<i>NO CLASS-LABOR DAY</i>			
<b>Session 2 Sept. 8</b>	Applying Psychology to Teaching Theories of Psychosocial and Cognitive Development GMU Library Resources	Chapters 1, 2	1) Case Video: MS Reading Instruction Integrating Technology (p. 39) 2) Select Theory to Practice Groups  <b>Optional:</b> Online Quiz, Chapters 1, 2
<b>Session 3 Sept. 15</b>	Age Level Characteristics and Diversity Theory/Practice Presentation Groups APA Formatting	Chapters 3, 5	1) Case Video: Social and Emotional Development: The Influence of Peer Groups (p. 61) and Gender Equity in the Classroom (p. 87)  <b>Optional:</b> Online quiz, Chapters 3, 5
<b>Session 4 Sept. 22</b>	Accommodating Student Variability	Chapter 6	1) Case Video: Inclusion: Grouping Strategies for Inclusive Classrooms (p. 124) 2) Locate a research article that relates to your group topic and write a one-paragraph summary 3) Fieldwork #1-Analysis of Educational Theory (Teen Movie)  <b>Optional:</b> Online quiz, Chapter 6

Date	Topic	Assigned Readings Due (Snowman and McCown)	Work Due
<b>PART II: LEARNING AND MOTIVATION</b>			
<b>Session 5</b> <b>Sept. 29</b>	Behavioral Learning and Theory	Chapter 7	1) Case Video: Integrating Technology to Improve Students' Learning: A High School Simulation (p. 156)  <b>Optional:</b> Online quiz, Chapter 7
<b>Session 6</b> <b>Oct. 6</b>	Information Processing Theory Social Cognitive Theory	Chapters 8, 9	1) Case Video: Performance Assessment: Student Presentation in a High School English Class (p. 192)  <b>Optional:</b> Online quiz, Chapters 8, 9
<b>Session 7</b> <b>***Tuesday,</b> <b>Oct 14</b>	Constructivist Learning Theory	Chapter 10	1) Case Videos: Metacognition: Helping Students Becoming Strategic Learners (p. 197), Middle School Science Instruction: Inquiry Learning (p. 217), Constructivist Teaching in Action: A High School Classroom Debate (p. 223)  <b>Optional:</b> Online quiz, Chapter 10
<b>Session 8</b> <b>Oct. 20</b>	Motivation	Chapter 11	1) Case Video: Motivating Adolescent Learners: Curriculum Based on Real Life (p. 247) 2) A preliminary group abstract and a distribution of job assignments 3) Fieldwork Assignment #2-Analysis of Educational Theory (Case Study)  <b>Optional:</b> Online quiz, Chapter 11

**PART III: CLASSROOM MANAGEMENT**

<b>Session 9</b> <b>Oct. 27</b>	Classroom Management	Chapter 12	1) Case Video: Secondary Classroom Management: Basic Strategies (p. 266)  <b>Optional:</b> Online quiz, Chapter 12
<b>Session 10</b> <b>Nov. 3</b>	Approaches to Instruction	Chapter 13	1) Case Video: Cooperative Learning: High School History Lesson (p. 304) 2) Complete Child Abuse Seminar Certificate (post on Blackboard)  <b>Optional:</b> Online quiz, Chapter 13
<b>Session 11</b> <b>Nov. 10</b>	Classroom Learning and Standardized Assessment  Group Presentations	Chapter 14, 15	1) Case Videos: Assessment in the Middle Grades: Measurement of Student Learning (p. 323) , Foundations: Aligning Instructions with Federal Legislation (p. 347)  <b>Optional:</b> Online quiz, Chapter 14, 15
<b>Session 12</b> <b>Nov. 17</b>	Reflective Practitioner  Group Presentations	Chapter 16	1) Case Video: Teaching as a Profession: Collaboration with Colleagues (p. 362) 2) Fieldwork Assignment #3-Motivation (Interview)  <b>Optional:</b> Online quiz, Chapter 16
<b>Session 13</b> <b>Nov. 24</b>	Group Presentations Individual Consultations		
<b>Session 14</b> <b>Dec. 1</b>	Group Presentations Individual Consultations		
<b>No Class</b> <b>Dec. 8</b>			<b>Application Paper due by 10:00 pm on December 8.</b>

**SCORING RUBRIC FOR FIELDWORK ASSIGNMENT #1: ANALYSIS OF EDUCATIONAL THEORY (TEEN MOVIE)**

	<b>Exemplary</b>	<b>Adequate</b>	<b>Inadequate</b>
<p><b><u>Description of Adolescent Behavior</u></b>  <b>(3 points)</b>                      The paper describes the behavior of movie characters thoroughly in terms of adolescent behavior.</p>	<p>Appropriate and clearly described behavior in alignment with the five characteristics of adolescent behavior. (3 points)</p>	<p>Appropriate and adequately described behavior in alignment with the five characteristics of adolescent behavior. (2 points)</p>	<p>Not all behavior described clearly and in alignment with the five characteristics of adolescent behavior. (1 point)</p>
<p><b><u>Discussion of Educational Psychology Theory as it Relates to Characterizations</u></b>  <b>(4 points)</b>                      The paper relays the behaviors depicted in the movie as representations of adolescent behavior as outlined by educational psychology theory.</p>	<p>Appropriate and clearly described educational psychology theory as related to adolescent behavior. (4 points)</p>	<p>Appropriate and adequately described educational psychology theory as related to adolescent behavior. (3 points)</p>	<p>No mention of educational psychology theory related to adolescent behavior. (2 points)</p>
<p><b><u>Writing Style, Grammar and APA Format</u></b>  <b>(3 points)</b></p>	<p>Exceptionally clear; easy to follow, no errors (3 points)</p>	<p>Generally clear; able to follow, minor errors (2 points)</p>	<p>Unclear; Impossible to follow (1 point)</p>

**Total points = 10 points**

**SCORING RUBRIC FOR FIELDWORK ASSIGNMENT #2: ANALYSIS OF EDUCATIONAL THEORY (CASE STUDY)**

	<b>Exemplary</b>	<b>Adequate</b>	<b>Inadequate</b>
<p><b><u>Problem Statement</u></b> <b>(3 points)</b></p> <p>The problem states the teacher’s responsibility, contribution to the problem, role, potential student risks, etc.</p>	<p>The problem clearly outlines the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations from the case study, with citations, support four examples of classroom problems. (3 pts.)</p>	<p>The problem somewhat outlines the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. A few direct quotations from readings vaguely support these perspectives. (2 pts.)</p>	<p>The paper lacks a clear problem statement with no citations from the case study. (1 pt.)</p>
<p><b><u>Action Plan</u></b> <b>(4 points)</b></p> <p>The action plan gives specific details on how the teacher could solve the problems presented in the problem statement.</p>	<p>The action plan clearly and details how the teacher could solve the problems presented in the problem statement. The action plan is clearly linked to the problem statement and has correctly applied at least eight educational psychological theories or techniques. Definitions from Ormrod are linked to the solution. (4 pts.)</p>	<p>The action plan somewhat details how the teacher could solve the problems presented in the problem statement. Few to no direct quotations from Ormrod’s textbook are used. (3 pts.)</p>	<p>The action plan is not relevant to the problem statement. Few to no direct quotations from Ormrod’s textbook are used. (2 pts.)</p>
<p><b><u>Grammar and Mechanics</u></b> <b>(3 points)</b></p> <p>Student uses standard English and correct APA format.</p>	<p>The paper has minimal errors. (3 pts.)</p>	<p>The paper has a few errors. (2 pts.)</p>	<p>The paper has numerous errors. (1 pt.)</p>

**Total points: 10 points**

**SCORING RUBRIC FOR FIELDWORK ASSIGNMENT #3: MOTIVATION (INTERVIEW)**

	<b>Exemplary</b>	<b>Adequate</b>	<b>Inadequate</b>
<p><b><u>Definition of Motivation</u></b>  <b>(3 points)</b>                      The paper defines motivation. In the description, key concepts such as extrinsic and intrinsic motivation as well as attribution theory are considered. There is a discussion of how the interviewee’s perception of motivation corresponds with the definition of motivation.</p>	<p>Appropriate and clearly describes and defines motivation as well as compares definition to interviewee’s responses, (3 points)</p>	<p>Appropriate and adequately describes and defines motivation as well as compares definition to interviewee’s responses, (2 points)</p>	<p>Does not clearly define motivation or relates definition to interviewee’s responses. (1 point)</p>
<p><b><u>Discussion of Educational Psychology Theory in terms of Motivation</u></b>  <b>(4 points)</b></p>	<p>Appropriate and clearly described educational psychology theory as related to motivation including at least ten psychological concepts.                      (4 points)</p>	<p>Appropriate and adequately described educational psychology theory as related to motivation including at least eight psychological concepts.                      (3 points)</p>	<p>Did not clearly relate psychological theory to motivation including no more than six psychological concepts.                      (2 points)</p>
<p><b><u>Writing Style, Grammar and APA Format</u></b>  <b>(3 points)</b></p>	<p>Exceptionally clear; easy to follow, no errors (3 points)</p>	<p>Generally clear; able to follow, minor errors (2 points)</p>	<p>Unclear;                      Impossible to follow (1 point)</p>

**Total points = 10 points**



## SCORING RUBRIC FOR THEORY TO PRACTICE GROUP ORAL PRESENTATIONS

Level	Content	Pedagogy	Audio-Visual Components	Group Members
<b>Excellent (5 points)</b>	Accurate, NEW, specific, research-based, retold in own words  (Mention and list the research!) Some creativity is used.	Engaged the audience and checked for understanding, used high-quality pedagogical principles in activity	Unique, add to presentation, quality of materials is neat and presents a clear, concise message – follows “Rule of Six”	Each member is equally involved in presentation and is well informed about the topic (Met the time limit!) Extemp style
<b>Good (3 points)</b>	Less detailed, lacking depth, limited number of sources used and cited	Audience was listening, but no check for understanding; activity did not engage audience	Support topic but do not enhance presentation; some attempts at originality, clear message – does not follow “Rule of Six”	Most members are active; most members are informed about the topic (Did not meet the time limit!)
<b>Fair (1 point)</b>	Limited new information, general, strays from topic, not presented in own words	Did not engage audience or use sound pedagogical principles; no activity presented	Inappropriate, no originality, detract from presentation, message is confusing – does not follow “Rule of Six”	One or two members dominate; some members do not seem well-prepared (Too long or too short)
<p>Source: Montgomery (2000)</p> <p>Abridged: Strawn (2006)</p> <p>Revised: Peters (2007)</p>				

**Total points = 20 points**

**SCORING RUBRIC FOR TASKSTREAM PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT**

	<b>Unacceptable (1 point)</b>	<b>Does not meet expectations (2 points)</b>	<b>Emerging (3 points)</b>	<b>Proficient (4 points)</b>	<b>Advanced (5 points)</b>	<b>Exemplary (6 points)</b>
<b>Characteristics of case study adolescent include physical, social/emotional and cognitive language development</b>	Includes only one of the following characteristics: physical, social/emotional, and cognitive language development	Includes only two of the following characteristics: physical, social/emotional, and cognitive language development	Includes all required characteristics but has minor misinterpretation	Includes all required characteristics with textbook definition	Includes all required characteristics with textbook definition and supported by current research	Includes all required characteristics with references from current empirical research
<b>Details strategies for determining motivation, prior knowledge, values and goals</b>	No assessment strategies mentioned	Includes only one strategy for determining student motivation, prior knowledge, values and goals	Includes only two strategies for determining student motivation, prior knowledge, values and goals	Includes perfunctory strategies determining student motivation, prior knowledge, values and goals	Includes textbook strategies determining student motivation, prior knowledge, values and goals	Includes strategies from empirical research for determining student motivation, prior knowledge, values and goals

	<b>Unacceptable (1 point)</b>	<b>Does not meet expectations (2 points)</b>	<b>Emerging (3 points)</b>	<b>Proficient (4 points)</b>	<b>Advanced (5 points)</b>	<b>Exemplary (6 points)</b>
<b>Details strategies for meeting the needs of adolescents in a classroom setting</b>	No mention of adolescent needs in a classroom setting	Adolescent needs are mentioned but no strategies described to address needs	Strategies described to address the needs of adolescents in the classroom are not aligned to described needs	Strategies are accurate but only one is described	Strategies are accurate and between 1-3 are described	More than 3 strategies described for meeting the needs of adolescents in a classroom setting
<b>Authentic assessment strategies to measure classroom learning and transfer outside of school</b>	No authentic assessment strategies mentioned	Assessment strategies are not designed to inform instruction	Assessment strategies have potential to inform instruction but are not authentic	One authentic assessment strategy mentioned to measure classroom learning	More than one authentic assessment strategy mentioned to measure classroom learning only	More than one authentic assessment strategy mentioned to measure classroom learning which transfers outside of school
<b>Six empirical references to support strategies</b>	One reference	Two references	Three references	Four references	Five references	Six references

**Total points = 30 points**

**SCORING RUBRIC FOR IN CLASS ASSIGNMENTS, PARTICIPATION, AND ATTENDANCE**

<b>Exemplary (15-14 points)</b>	<b>Adequate (13-12 points)</b>	<b>Marginal (11-10 points)</b>	<b>Inadequate (&lt; 10 points)</b>
<p>The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class.</p>	<p>The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.</p>	<p>The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</p>	<p>The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is unprepared for class and does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions.</p>

**Total points = 15 points**