

**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 001: Human Development and Learning: Secondary Education

3 credits; Fall 2016

August 29, 2016-December 12, 2016

Mondays, 7:20-10:00 p.m., Thompson Hall, Room 1018

PROFESSOR

Name: Brian E. Mandell, Ph. D.

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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. Course Overview

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.

COURSE DELIVERY

The course will be delivered through a variety of online, face-to-face, and individualized instructional approaches. Online sessions will be conducted in asynchronous formats, but you will be expected to post your own reflections and assignments and respond to peers' and instructors' postings and feedback by the end of each designated class week (midnight US eastern standard time each

Sunday). During class meetings there will be large group, small group, and individual activities. Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, asynchronous discussions, peer review, email with the instructor and classmates, readings, writing reflections, and other assignments. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching and researching skills.

LEARNER OUTCOMES

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.

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

Relationship Between Course Objectives and CEHD Core Values Course Objectives	Conceptual Framework Core Values
1.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
2.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
3.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
4.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
5.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
6.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	Research-based practice Ethical leadership Social justice Innovation

a case study.	
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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 PERFORMANCE EVALUATION

- 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. 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.

Fieldwork Assignment #1 – Analysis of Educational Theory seen in Teen-Based Movie-Due 9/26 (10 Points)

The first assignment will be a 5 page analysis of adolescent behavior, cliques, characteristics, and interactions based on a teen movie. Choose any one of these “teenage flicks:” The Great Gatsby, Stand and Deliver, Dead Poet’s Society, Dangerous Minds, To Sir with Love, Mr. Holland’s Opus, Divergent, Coach Carter, Finding Forrester, Napoleon Dynamite, Secret Life of Bees, Freedom Writers or Hunger Games. Feel free to explore and find a movie that might be relevant. If you choose a different movie, please check with the instructor before you use it to complete this assignment. 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 10/24 (10 Points)

Students will apply their understanding of psychological theory to analyze three case study videos. These videos can come from our textbook or from online but must present a classroom problem. For this assignment, students will complete a minimum of six to seven, double spaced pages. Fieldwork Assignment #2 is a summative assessment of your ability to use psychological theory to analyze problems. This case study assignment will reference three distinct problems in the context and then apply at least six different 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.

Fieldwork Assignment #3 – Due 11/21 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.

Child Abuse Seminar Certificate-Due 11/14 (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.

- 2. Theory to Practice Presentation-Due 11/14/2016 (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)

3. Application Project (Performance Based Assessment-Due 12/5 (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 at the end of this syllabus.

Every student registered for any (CEHD, Secondary Education) course with a required performance-based assessment is required to submit this assessment (Application Project), to Bb-TK20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using Bb-TK20. Failure to submit the project to BbTK20 will result in the course instructor reporting the

A- = 90-92%
B+ = 88-89%
B = 80-87%

C = 70-79%
F = Below 70%

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behavior and dispositions. See 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/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>.

Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website

<https://cehd.gmu.edu/>.

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on

<http://www.gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internshipsfield-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993- 2474 to access the ODS.

TENTATIVE COURSE ORGANIZATION AND SCHEDULE:

Date	Topic	Assigned Readings Due (Snowman and McCown)	Work Due
PART I: DEVELOPMENT AND DIVERSITY			
Session 1 August 29	Introduction Course Overview Characteristics of Adolescents		
<i>NO CLASS-LABOR DAY</i>			
Session 2 Sept. 12	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 Optional: Online Quiz, Chapters 1, 2
Session 3 Sept. 19	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) Optional: Online quiz, Chapters 3, 5
Session 4 Sept. 26	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) Optional: Online quiz, Chapter 6

Date	Topic	Assigned Readings Due (Snowman and McCown)	Work Due
PART II: LEARNING AND MOTIVATION			
Session 5 Oct. 3 ONLINE CLASS	Behavioral Learning and Theory	Chapter 7	1) Case Video: Integrating Technology to Improve Students' Learning: A High School Simulation (p. 156) Optional: Online quiz, Chapter 7
Session 6 Oct. 10 ONLINE CLASS	Information Processing Theory Social Cognitive Theory	Chapters 8, 9	1) Case Video: Performance Assessment: Student Presentation in a High School English Class (p. 192) Optional: Online quiz, Chapters 8, 9
Session 7 Tuesday, Oct 17	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) Optional: Online quiz, Chapter 10
Session 8 Oct. 24 ONLINE CLASS	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) Optional: Online quiz, Chapter 11

PART III: CLASSROOM MANAGEMENT

Session 9 Oct. 31 ONLINE CLASS	Classroom Management	Chapter 12	1) Case Video: Secondary Classroom Management: Basic Strategies (p. 266) Optional: Online quiz, Chapter 12
Session 10 Nov. 7	Approaches to Instruction	Chapter 13	1) Case Video: Cooperative Learning: High School History Lesson (p. 304) Optional: Online quiz, Chapter 13
Session 11 Nov. 14	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) 2) Complete Child Abuse Seminar Certificate (post on Blackboard) Optional: Online quiz, Chapter 14, 15
Session 12 Nov. 21	Reflective Practitioner Group Presentations	Chapter 16	1) Case Video: Teaching as a Profession: Collaboration with Colleagues (p. 362) 2) Fieldwork Assignment #3-Motivation (Interview) Optional: Online quiz, Chapter 16
Session 13 Nov. 28	Group Presentations Individual Consultations		
Session 14 Dec. 5	Group Presentations Individual Consultations		Application Paper due by 10:00 pm on December 5.

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

	Exemplary	Adequate	Inadequate
<p><u>Description of Adolescent Behavior</u> (3 points) 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><u>Discussion of Educational Psychology Theory as it Relates to Characterizations</u> (4 points) 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><u>Writing Style, Grammar and APA Format</u> (3 points)</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)

	Exemplary	Adequate	Inadequate
<p><u>Problem Statements</u> (3 points)</p> <p>The three problems presented in the three videos state the teacher’s responsibility, contribution to the problem, role, potential student risks, etc.</p>	<p>The three problems presented in the videos clearly outline the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Links, direct quotations from the case study videos, with citations, support for examples of classroom problems. (3 pts.)</p>	<p>The three problems somewhat outline the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. A few direct quotations from the video vaguely support these perspectives. (2 pts.)</p>	<p>The paper lacks any clear problem statements with no citations from the case study videos. (1 pt.)</p>
<p><u>Action Plan</u> (4 points)</p> <p>The action plan for each video gives specific details on how the teacher could solve the problems presented in the problem statement.</p>	<p>The action plan details how the teacher could solve the problems presented in the problem statement. The action plan correctly applies at least two educational psychological theories or techniques presented in our required textbook. (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 are used. (3 pts.)</p>	<p>The action plan is not relevant to the problem statement. Few to no direct quotations from textbook are used. (2 pts.)</p>
<p><u>Grammar and Mechanics</u> (3 points)</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)

	Exemplary	Adequate	Inadequate
<p><u>Definition of Motivation</u> (3 points) 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><u>Discussion of Educational Psychology Theory in terms of Motivation</u> (4 points)</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><u>Writing Style, Grammar and APA Format</u> (3 points)</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
Excellent (5 points)	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
Good (3 points)	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!)
Fair (1 point)	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

	Unacceptable (1 point)	Does not meet expectations (2 points)	Emerging (3 points)	Proficient (4 points)	Advanced (5 points)	Exemplary (6 points)
Characteristics of case study adolescent include physical, social/emotional and cognitive language development	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
Details strategies for determining motivation, prior knowledge, values and goals	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

	Unacceptable (1 point)	Does not meet expectations (2 points)	Emerging (3 points)	Proficient (4 points)	Advanced (5 points)	Exemplary (6 points)
Details strategies for meeting the needs of adolescents in a classroom setting	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
Authentic assessment strategies to measure classroom learning and transfer outside of school	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
Six empirical references to support strategies	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

Exemplary (15-14 points)	Adequate (13-12 points)	Marginal (11-10 points)	Inadequate (< 10 points)
<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