Western Connecticut State University
Doctor of Education in Instructional Leadership
Department of Education and Educational Psychology

Course Number: ED804

Course Name: Learning, Cognition, and Teaching

Semester Hours: 3

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Course Time: Wednesdays, 5:00-7:00 pm

WestConn Information and School Cancellations: Check WestConn's homepage (www.wcsu.edu). You can locate WestConn's Academic Calendar at this site. Also, on the homepage, go to the weather alert section.

Course Description: Using many original sources, this course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings.

Prerequisites: Acceptance into the Doctor of Education in Instructional Leadership Program.

Required Texts:

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Bruner, J. (1977). *The process of education*. Cambridge, MA: Harvard University Press.
Dewey, J. (1991). *How we think*. New York: Prometheus Books.
Dewey, J. (1963). *Experience and education*. New York: Collier.
Driscoll, M. P. (2005). *Psychology of learning and instruction*. (3rd edition) Boston: Allyn & Bacon.

Selected Bibliographical References: A bibliography has been provided that includes references pertinent to a variety of constructs, theories, and issues related to instruction, leadership, education, psychology, and research.

Americans With Disabilities Act: The Education and Educational Psychology Department does not discriminate on the basis of disability as regards any program or activity covered by federal or state laws and regulations. It is each student's responsibility to inform the Disability Resource Specialist, Ms. Barbara Barnwell (203.837.8277), and the course instructor of any disabling condition that requires modification.

Academic Honesty Policy: http://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf
A student has an obligation to demonstrate honesty in carrying out his/her academic assignments. Students may be found guilty of violating this obligation if they plagiarize or cheat.

Plagiarism. Plagiarism is presenting the work of others as your own. The "work of others" includes any work bought or borrowed from another student as well as work copied from a book, magazine, newspaper or other medium. Participation in another's act of plagiarism is itself an act of plagiarism. To avoid plagiarism, students should follow this advice from a research paper guide: "You should cite the source of every idea you have learned or formulated from your reading, whether you express the idea in your own words or quote the author directly. The use of two or more consecutive words from a source, when those words express the essence of a writer's idea or involve distinctive phrasing, is considered a direct quotation and requires the use of quotation marks." * Any material used from another source, whether quoted or paraphrased, must be referenced. Additionally, you are obligated to **read all references you cite** in any way, whether paraphrasing or quoting the source.

Course Competencies: The course objectives integrate standards from:

1. NCATE (National Council of Accreditation for Teacher Education)
   http://www.ncate.org/public/standards.asp
2. NBPTS (National Board for Professional Teaching Standards
   http://www.nbpts.org/
3. The Connecticut Common Core of Teaching (CCT III): A Performance Continuum
   http://www.state.ct.us/sde/DTL/curriculum/currkey4.htm
4. The Connecticut State Department of Education: Standards for School Leaders (1999)
5. The Code of Professional Responsibilities for Administrators
   http://www.state.ct.us/sde/DTL/t-a/ct_standards_tll.htm and
6. The standards for the National Policy Board for Educational Administration (NPBEA)
   http://www.npbea.org/

Copies of these standards are available online from each organization, from the course professor, or from the Department of Education and Educational Psychology. Additional professional standards include those developed by the NBPTS (National Board for Professional Teaching Standards) for individual content areas.

Conceptual Framework for the Program:
Graduate students will demonstrate expertise in the following areas.
Expertise in content knowledge -Candidates and graduate students will demonstrate expertise in content knowledge.
Diversity -Candidates and graduate students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.
Unity -Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents, and other community members.
Classroom and school leadership -Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.
Attitudes -Candidates and graduate students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state and institutional standards.
Technology -Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.
Organize knowledge and facilitate learning (Pedagogy) -Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.
Reflective Practitioner -Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.

The **Program Objectives** of WestConn's Ed.D. in Instructional Leadership are varied and vital to the professional development of classroom educators and improved student achievement. The program is designed to:
1. Prepare K-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies;
2. Prepare K-12 educators to become lifelong consumers and producers of scholarly inquiry by conducting meaningful site-based inquiry pertaining to student achievement, program assessment, and other measures of educational success;
3. Prepare K-12 educators to develop and implement innovative curricula that focus on excellence and equity in education;
4. Prepare K-12 educators to implement school-wide professional development activities; utilizing applied research, instructional technology and best practices in K-12 schools; and

5. Prepare K-12 educators to implement school-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

Course Objectives: After completion of this course, the student will:

Course Objective	Course Projects/ Activity	Course Outcome	Prog. Obj.	Conceptual Framework	CT School Leadership Standards	ELCC
1. Compare and contrast theories of cognitive development and learning. 2. Analyze theories of psycho-social development. 3. Describe the pros and cons of behaviorism. 4. Define social cognitivist theory as it applies to educational organizations. 5. Analyze the history of motivation and select relevant views of motivation. 6. Relate the implications of information processing models of learning. 7. Evaluate contributions of neuro-psych. to educ. practices.	Candidates will convey their knowledge of learning, cognition, national standards, and teaching by creating a series of publications and/or presentations (i.e., school newsletter, PTO presentations, faculty workshops). for parents and/or peers.	Candidates will be leaders in their schools through such activities as conveying accurate information about the relation between learning, cognition, and teaching.	#4, #5	Expertise in Content Knowledge, Diversity, Classroom and School Leadership, Technology, Organize Knowledge and Facilitate Learning	1- Vision, Mission, and Goals; 2- Teaching and Learning	6a. 5.1, 2.1, 5.4
8. Assess theories of instruction as they relate to specific content. 9. Relate theories of learning to theories of instruction. 10. Understand individual differences and ways they are interpreted in	Candidates will provide a written description of the relation between a specific psychological theory and an educational model and related	Candidates will investigate the relation between a known educational model, the content and instruction related to the model and the theory underlying	#3	Organize Knowledge and Facilitate Learning, Reflective Practitioner	1- Vision, Mission, and Goals; 4- Families and Stakeholders; 6- The Education System	6b. 1.4, 2.1, 2.2, 2.4, 4.1, 4.3

Course Objective	Course Projects/ Activity	Course Outcome	Prog. Obj.	Conceptual Framework	CT School Leadership Standards	ELCC
educational research. 11. Describe and assess an educational theory based on a program presently implemented in an educational setting. Present these findings. 12. Directly relate theory to practice in your target environment.	instructional practices that it supports. Candidates will also recommend needed adjustments to the curricular model and/or school goals.	that model.				
13. Assess and design ways to evaluate higher order thinking (HOT) skills.	Candidates will collect and assess data about higher order statements and questions in a classroom environment.	Candidates reflect a thorough understanding of what HOT skills are, how to identify them in teachers and students, and how to increase the frequency of their occurrence in the classroom.	#1	Diversity, Classroom and School Leadership, Technology, Unity, Organize Knowledge and Facilitate Learning, Reflective Practitioner	1- Vision, Mission, and Goals; 2- Teaching and Learning; 3- Organizational Systems and Safety; 5- Ethics and Integrity	6c. 2.1, 2.2, 2.3, 2.4, 7.1,

Course Topical Outline:

1. Cognitive development and learning
2. Psycho-social development
3. Behaviorism
4. Social cognitivism
5. Self-regulation
6. Motivation
7. Information Processing
8. Higher order thinking
9. Theories of instruction I
10. Theories of instruction II
11. Contributions of the neuro-sciences
12. Individual differences

Standard Grading Option: The standard letter grade system will be employed for this course. Students obtaining a grade of B- or lower will be required to retake the course in order to continue in the program.

Assessment:
The presentations, discussions, and activities will be provided based on the assumption that you have read any assigned readings <u>prior</u> to attending the associated class. Students are expected to:

1.	Instructional Leaders as Learner: Participate in <u>all</u> classes.	5%
2.	Instructional Leader as Researcher; Observations	25%
3.	Instructional Leader as Communicator: Relate a theory to a Model of Instruction	40%
4.	Instructional Leader as Evaluator: Examine Higher Order Thinking Skills	30%
	Total	100%

Grading:		86-89.99 %	B+
95-100.00%	A	80-85.99 %	B
90-94.99 %	A-	75-79.99 %	B-

6a. The Instructional Leader as Learner: Participation, 5%
Your participation in <u>all</u> class activities is crucial in meeting the objectives of this course. As a courtesy, please provide advance notice to the professor when any absences occur. Course content is cumulative. Prior to <u>each class</u>, please form at least <u>one question or observation</u> about your readings or investigations. You are responsible for any information missed due to absences or tardiness. Make arrangements to obtain missed notes and handouts from a classmate. If you do not understand particular concepts, please make an appointment during office hours to ask your specific questions.

The Instructional Leader as Researcher: Observations 25% (4 observations, 10 points each)

Student Observations
In order to help you relate the course content to actual situations, you will be observing students, in a public format, throughout the course. Over a period of 15 weeks, you are expected to observe the behavior of one or more children or adolescents for 15-20 consecutive minutes each time. These will most likely be different people each week. Please do not observe members of your immediate family or children of close friends or relations. While you may use the same source of students for your observations, do not observe exactly the same students for the 5 observations. These observations should take place in a variety of public settings such as on a bus, on a playground, in a classroom, in a special school activity (i.e., art, music, gym, pull-out class), at the mall, in a supermarket or other public area. During 4 of these observations you must be a non-participant observer and during 1 observation you <u>may</u> be a participant observer. We will discuss the implications of these types of observations in class. You will also be conducting your observations in public, not asking students to perform specific tasks. We will also discuss the ethics of conducting an observation and the circumstances for requesting permission. Please refer to the course calendar for the specific theory that is due with each observation.

For each observation you should **<u>submit and LABEL</u>** the following information:
1. **a description of the subjects** including the number, gender and at least approximate ages of the children or adolescents observed (1 point);

2. **the setting** includes the type of building, space, or room; time of day; number of other individuals in the area; any decorations, materials, or furniture, etc. (1 point);

3. **a theory** you see related to the situation; state the theory and related theorist as well as a definition of the aspect of the theory you are employing; do not include a description of the behavior, that will come in the following section. Use a different theory for each observation as indicated in the course calendar.

    Examples: the theory of behaviorism could underlie your observation of an appropriate or inappropriate use of reinforces (theme) (just stand in the check-out line of any grocery store and observe a parent with a young child); cognitive theory could be used to provide an example of pre-operational thought; information processing could be the basis for describing a student who is using rehearsal for long term memory storage; any situation will have multiple theories, you only need to select one, use a theory from your course readings (2 points);

4. **at least one theme/construct related to learning** that you can identify from the situation such as the presence or absence of trust, fear, self-confidence, type of motivation, independence; any situation will have multiple themes, you only need to select one, try to use a theme from your present or past course readings; this section should help you narrow down an appropriate theory; briefly define the construct you selected without defining the entire related theory (1 point);

5. **a brief description of the objective behavior of the children or adolescents**; be specific and detached; only describe the behavior, do not interpret it; also include any other individuals' responses to the behavior; being objective means that you do not label the subject(s) or include any assumptions about the behavior(s) of the subject(s) (2 points);

6. **your interpretation of the behavior**, make comments about what you think the behavior means with respect to the theory you stated and defined earlier (2 points);

7. **a brief account of what you learned from this situation** in terms of your own learning and teaching processes (1 point).

8. **092 requirements**: Provide a statement about effects of your observations on School Building Level Leadership and a statement about influences on School District Level Leadership.

Approximately 500-1,000 type-written words/observation is expected.

1= Needs Improvement: information not included or inadequate,
2= Meets Expectations: adequate information,
3= Distinguished: above expectations, insightful

Standard/ Element	Category	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Standard/ Element
5.1 Ensuring that schools are accountable for every student's academic and social success (Professional Skills)	1. a description of the subjects	Candidate *does not demonstrate that he/she* (a) **acts with integrity and fairness in describing staff practices that ensure every student's academic and social success** or (b) **monitors equitable practices** when describing student characteristics and behaviors.	Candidate *demonstrates that he/she* (a) **acts with integrity and fairness in describing staff practices that ensure every student's academic and social success** and (b) **monitors equitable practices** when describing student characteristics and behaviors.	Candidate *demonstrates that he/she* (a) **acts with integrity and fairness in describing staff practices that ensure every student's academic and social success** and (b) **monitors equitable practices** when describing student characteristics and behaviors. Candidate provides additional information	**5.1 Ensuring that schools are accountable for every student's academic and social success (Professional Skills)**

Standard/ Element	Category	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Standard/ Element
				such as references.	
5.1 Ensuring that schools are accountable for every student's academic and social success (Professional Skills)	2. the setting	Candidate *does not demonstrate that he/she* (a) **acts with integrity and fairness in describing staff practices that ensure every student's academic and social success** or (b) **monitors equitable practices** when describing the environment of the student.	Candidate *demonstrates that he/she* (a) **acts with integrity and fairness in describing staff practices that ensure every student's academic and social success** and (b) **monitors equitable practices** when describing the environment of the student.	Candidate *demonstrates that he/she* (a) **acts with integrity and fairness in describing staff practices that ensure every student's academic and social success** and (b) **monitors equitable practices** when describing the environment of the student. Candidate provides additional information such as references.	**5.1 Ensuring that schools are accountable for every student's academic and social success (Professional Skills)**
2.1 Sustainment of a school culture and instructional program conducive to student learning (Content Knowledge)	3. a theory	Candidate *does not describe* **theories on human development, personalized learning, cognition, environment, or motivation.**	Candidate *describes* **theories on human development, personalized learning, cognition, environment, or motivation.**	Candidate *describes* **theories on human development, personalized learning, cognition, environment, or motivation.** Candidate provides one or references.	**2.1 Sustainment of a school culture and instructional program conducive to student learning (Content Knowledge)**
2.1 Sustainment of a school culture and instructional program conducive to student learning (Content Knowledge)	4. at least one theme/construct related to learning	Candidate *does not describe* one or more constructs **on human development, personalized learning, cognition, environment, or motivation.**	Candidate *describes* one or more constructs **on human development, personalized learning, cognition, environment, or motivation.**	Candidate *describes* one or more constructs **on human development, personalized learning, cognition, environment, or motivation.**	**2.1 Sustainment of a school culture and instructional program conducive to student learning (Content Knowledge)**

Standard/ Element	Category	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Standard/ Element
				Candidate provides one or references.	
5.4 Evaluation of the potential moral and legal consequences of decision making in the school.	5. a brief and objective description of the behavior of the children or adolescents	Candidate *does not provide a description* **of school strategies related to educational practices**.	Candidate *provides a description* **of school strategies related to educational practices**.	Candidate *provides a description* **of school strategies related to educational practices**. Candidate also discusses **strategies related to any ethical, moral, or legal issues**.	**5.4 Evaluation of the potential moral and legal consequences of decision making in the school.**
5.4 Evaluation of the potential moral and legal consequences of decision making in the school.	6. your evaluation of the academic and/or social behavior, specifically when it is addressed correctly or incorrectly	Candidate *does not provide an evaluation* **of school strategies to prevent difficulties related to consequences of educational practices**.	Candidate *provides an evaluation* **of school strategies to prevent difficulties related to consequences of educational practices**.	Candidate *provides an evaluation* **of school strategies to prevent difficulties related to consequences of educational practices**. Candidate also discusses **strategies related to any ethical, moral, or legal issues**.	**5.4 Evaluation of the potential moral and legal consequences of decision making in the school.**
5.4 Evaluation of the potential moral and legal consequences of decision making in the school.	7. recommendations for what should ensure equitable practices	Candidate *does not provide any recommendations* **for school strategies to prevent difficulties related to consequences of educational practices**.	Candidate *provides at least one recommendation* **of school strategies to prevent difficulties related to consequences of educational practices**.	Candidate *provides at least one recommendation* **of school strategies to prevent difficulties related to consequences of educational practices**. Candidate also discusses **strategies related to any ethical, moral, or legal issues**.	**5.4 Evaluation of the potential moral and legal consequences of decision making in the school.**

6b. Instructional Leader as Communicator: Newsletter Project 40% (40 points)

You will be asked to write a brief newsletter article. This task will involve the application of theory to practice. A comprehensive and well-worded response will be expected. A complete explanation of expectations and a grading scheme are presented below.

<center>USING THEORY TO INFORM PRACTICE</center>

Possible Scenario

You have decided to use _____(instructional strategy) to help your students understand the curriculum, based on the _____(program) used in your school. Several parents and, perhaps, even the school principal (or superintendent) are a bit skeptical, or, at best, unclear about _____(instructional strategy) as a method of instruction. Consequently, you were asked by the principal (superintendent) to explain/defend your approach. Fortunately, you have taken a course in Learning, Cognition, and Teaching and are easily able to relate the purposes and skills of the _____(instructional strategy) activity to a sound educational theory and to one of more school goals and instructional standards. You convince the principal (superintendent) of the merit of this approach, but think it is also appropriate to provide a rationale to parents (guardians). The school newsletter is an ideal forum for you since you enjoy writing.

PROGRAM AND INSTRUCTIONAL PRACTICE/STRATEGY DESCRIPTIONS

The purpose of this assignment is to relate theory to practice in a way that peers and parents will easily understand. The best way to begin is to think about your curriculum and decide what program or aspect of the program could use further explanation. Which particular program or programs do you use? Choose one and describe it. Next, select an instructional practice with which you are familiar. Then, you will explain how this instructional practice fits into your program. In other words, you could explain how reading for meaning (instructional practice) is used within Literacy Circles (program). You could also show others the connection between using game-making (instructional practice) in the curriculum as a way to learn concepts presented in Beowulf (literature-based program).

In order to support your selection of an instructional practice, you must find a text (article, book chapter, etc.) that describes the strategy you have selected for this project. As a matter of fact, I am providing you with an article about integrating game-making into the curriculum, in case you would like to use that strategy for this project. You can use this strategy with students of any age level and content area. You must briefly describe both the age of your students and the subject matter to which you are applying the program and practice.

TYPES OF KNOWLEDGE

Based on the article you select, <u>describe the types of knowledge</u> used in (the game-making process). Be sure to describe how declarative, procedural, and conditional knowledge help

students learn. What are the students supposed to know in order to complete this activity? (declarative) What skills are they learning when they (design and play each others' games)? (procedural) Under what circumstances should this strategy be used? (conditional). We will discuss each of these types of knowledge in class.

THEORY

One of the elements often missing from many educational practices is a sound rationale based on a theory of learning and cognition. Select 1 theory (i.e., behavioral learning, cognitive learning, social cognitive learning, constructivist learning). <u>Clearly describe this theory and its relevant components in detail and explain how this theory underlies your program and practice</u>. As you provide this information, remember, this is a school newsletter. You should provide examples to explain concepts and use clear meaningful language to convey your ideas.

SCHOOL GOALS

Explain how this instructional strategy relates to one or more of your school's goals.

PARENT ACTIVITY

Suggest a follow-up activity for parents.

092 Requirement: Be sure to include information that illuminates issues related to School Building Level Leadership and School District Level Leadership.

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Name:

USING THEORY TO INFORM PRACTICE
Scoring Protocol

The article **must** include the following content:

1. PROGRAM: Provide a brief description of the program.
Points include a program that is related to the students and subject area. Points are lost for a vague program description, one that is not clearly related to the setting.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills)	Candidate *does not facilitate* the **use of appropriate content-based learning materials and learning strategies** indicated in the description of an instructional program.	Candidate *facilitates* the **use of appropriate content-based learning materials and learning strategies** indicated in the description of an instructional program.	Candidate *facilitates* the **use of appropriate content-based learning materials and learning strategies** indicated in the description of an instructional program. Candidate provides one or more supportive		

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			research-based references.		

2. INSTRUCTIONAL STRATEGY: Describe the instructional strategy.
Points are gained for describing the strategy, relating it to the program, and providing an article supporting the use of the strategy. Points are lost if: the strategy is not relevant to the program, the text does not support the strategy.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills)	Candidate *does not facilitate* the **use of appropriate content-based learning materials and learning strategies** indicated in the description of an instructional strategy.	Candidate *facilitates* the **use of appropriate content-based learning materials and learning strategies** indicated in the description of an instructional strategy.	Candidate *facilitates* the **use of appropriate content-based learning materials and learning strategies** indicated in the description of an instructional strategy. Candidate provides one or more supportive research-based references.		

3. COLLECT INFORMATION ABOUT TYPES OF KNOWLEDGE: This section should contain specific kinds of knowledge related to the selected instructional strategy.
Points are gained for each of the following: some type of introductory reason for using the curricular strategy (1), types of declarative knowledge (1), types of procedural knowledge (1), types of conditional knowledge (1), other processes (1). Points are lost for referring to other types of strategies not related to the selected topic or to information that is too general and does not refer to the specific reasons for using the selected strategy.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.2 Evaluation of a comprehensive, rigorous, and coherent curricular and instructional school program (Professional Skills)	Candidate *does not use* **evidence-centered research** based on types of knowledge **in making curricular and instructional decisions.**	Candidate *uses* **evidence-centered research** based on types of knowledge **in making curricular and instructional decisions.**	Candidate *uses* **evidence-centered research** based on types of knowledge **in making curricular and instructional decisions.** Candidate provides multiple references.		

4. THEORY: This section should state and define the theory you are using in the assignment. Only one theory should be cited. This theory should not overlap with another theory. Information should be written in clear language with as little jargon as possible.
Points are given for each of the following: state theory (1), correctly define theory (2), refer to subcomponents (1), define sub terms appropriately (1). Points are lost for incomplete or incorrect definitions/descriptions of a theory and its components as well as any information, which is unclear.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.2 Evaluation of a comprehensive, rigorous, and coherent curricular and instructional school program (Professional Skills)	Candidate *does not use* **evidence-centered research** based on at least one theory **in making curricular and instructional decisions.**	Candidate *uses* **evidence-centered research** based on at least one theory **in making curricular and instructional decisions.**	Candidate *uses* **evidence-centered research** based on at least one theory **in making curricular and instructional decisions.** Candidate provides multiple references.		

5. RELATIONSHIP BETWEEN THEORY AND PRACTICE

<u>Directly relate</u> the theory of learning you have chosen to the instructional practice. What do students learn from the instructional strategy? Who says so? How do they learn what you think they learn? Why is this a good technique? Be sure to provide a conclusion. **This section should help the reader understand the relation between the theory and the practice.** (5 points)

Points are gained in the following areas: 3 points for making a clear relation between the theory and an example of what you are doing in your class, 2 points for a conclusion. Points are removed for including information from other theories because they confuse your presentation, making indistinct relationships between ideas.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.2 Evaluation of a comprehensive, rigorous, and coherent curricular and instructional school program (Professional Skills)	Candidate *does not use* **evidence-centered research** based on practices related to a theory **in making curricular and instructional decisions.**	Candidate *uses* **evidence-centered research** based on practices related to a theory **in making curricular and instructional decisions.**	Candidate *uses* **evidence-centered research** based on practices related to a theory **in making curricular and instructional decisions.** Candidate provides multiple references.		

6. SCHOOL GOALS: This section should help the reader understand the relation between one or more school goals and link to the theory, program, and practice.

List one or more school goals. Provide an explanation of the relation between what is happening in the selected classroom (theory, program, practice) and each goal. Points are lost if the school link is weak.

Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
1.4 Evaluation of school progress (Professional Skills)	Candidate *does not identify and interpret* **at least one school goal** related to the instructional strategy under consideration **and**	Candidate *identifies and interprets* **at least one school goal** related to the instructional strategy under consideration	Candidate *identifies and interprets* **at least one school goal** related to the instructional strategy under consideration		

	communicate progress toward achievement of goals for educators in the community and other stakeholders with respect to the selected curricular strategy.	and communicates progress toward achievement of the goals for educators in the community and other stakeholders with respect to the selected curricular strategy.	and communicates progress toward achievement of the school vision and goals for educators in the community and other stakeholders with respect to the selected curricular strategy. Candidate also discusses the relationship between the selected school goal and school vision.		

7. PARENT ACTIVITY: A parent activity should be provided.

At least one idea should be described that helps parents understand and use the information in the newsletter. Points are lost if the idea is not accessible to all parents or if the activity is not clearly described.

Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
4.3 Response to community interests and needs through families and caregivers (Professional Skills)	Candidate *does not* **develop collaborative strategies for effective relationships with families and caregivers** by creating a parent activity to enhance student academic and/or social success.	Candidate **develops collaborative strategies for effective relationships with families and caregivers** by creating a parent activity to enhance student academic and/or social success.	Candidate **develops collaborative strategies for effective relationships with families and caregivers** by creating a parent activity to enhance student academic and/or social success. Candidate provides additional suggestions.		

8. COMMUNICATION FORMAT: Create an electronic newsletter to be distributed in your school community and receive critical feedback from a colleague.

The newsletter <u>must</u> be typed, double spaced, and between 1,000-1,200 words. Points will be awarded for mechanics: grammar, spelling, punctuation, etc.; style: logic, flow, clarity, appropriateness for audience, etc.; and critical feedback.

Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
4.1 Collaboration with faculty and community members (Professional Skills)	Candidate *does not* (a) **use collaborative strategies to collect school-based information** or (b) **communicate information about the school within the community**.	Candidate (a) **uses collaborative strategies to collect school-based information** and (b) **communicates information about the school within the community**.	Candidate (a) **uses collaborative strategies to collect school-based information** and (b) **communicates information about the school within the community**. Candidate distributes information		

			district-wide.		

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.4 The promotion of the most effective and appropriate technologies to support teaching and learning in a school environment (Professional Skills)	Candidate *does not use* technologies to create an electronic newsletter to **improve classroom instruction, student achievement, and continuous school improvement.**	Candidate *uses* technologies to create an electronic newsletter to **improve classroom instruction, student achievement, and continuous school improvement.**	Candidate *uses* technologies to create an electronic newsletter to **improve classroom instruction, student achievement, and continuous school improvement.** Providing an effective electronic distribution model for all community members.		

Instructional Leader as Evaluator: Higher Order Thinking Skills Project 30% (30 points)

The purpose of this activity is to influence student learning by improving the use of Higher Order Thinking (HOT) Skills in your school environment. Ideally, both students and teachers should be using HOT skills on a regular basis through both questions and statements made during the school day. This activity provides data about the numbers and types of questions being used as well as strategies to improve HOTs questions in the classroom.

One way to monitor improvement is to take a baseline, develop a plan for change, and assess on a regular basis. In order to record HOT skills, you will receive the Classroom Practices Record (CPR) (Westberg, Archambault, Dobyns, & Salvin, 1993), an instrument used to analyze activities during class. If you are reflecting on your own teaching, I suggest you record your classroom conversation using an audio or video taping system. If you are observing a colleague, you can record the events or script them directly onto the CPR. As you are interested in the questions and comments of students as well as your own or a colleague's utterances, be sure to have a recording system that will detect voices around your classroom. Remember, you should not videotape student faces and all tapes should be erased after they have been analyzed.

Procedure:
1. Become familiar with the CPR. Review the self-test at the end of the manual.
2. Record 1- 3 or more baseline observations of 15-minute intervals of your teaching. Strategies could include monitoring the same class or different classes throughout the day.
3. During each session or while watching or listening to the tape, script what is occurring.
4. After each data collection session, record your narrative observations in field notes.

5. Using the CPR, count the number of HOT questions and comments made by you and your students; count the number of knowledge/comprehension questions and comments made.
6. Develop a Professional Growth Plan for improving the HOT skills in your classroom or your colleague's.
7. Implement the plan.
8. Collect new data as in steps 2-4 above.
9. Calculate the results. You will use a chi-square analysis.
10. Provide a summary and conclusions.
11. State what you should do next.

Your final report should include the following:
1. Baseline CPR results (pre-test)
2. Field notes
3. An improvement plan
4. Post-test results
5. Summary and conclusions
6. Implications and future plans
7. **092 Requirement**: Be sure to include information that illuminates issues related to School Building Level Leadership and School District Level Leadership.

<div align="center">Reference</div>

Westberg, K. L., Archambault, Jr., Dobyns, S. M., & Salvin, T. J. (1993). *An observational study of instructional and curricular practices used with gifted and talented students in regular classrooms*. Storrs, CT: The National Research Center on the Gifted and Talented.

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Name:

Instructional Leader as Evaluator: Higher Order Thinking Skills Project Scoring Protocol

6c. Candidates improve the use of Higher Order Thinking Skills (HOTS) of students in the school environment. HOTS will be recorded using an observation protocol, an instrument used to analyze activities during class. Candidates gather pre- and post-observation data about the numbers and types of HOTS questions and comments used in a selected classroom; choose an instructional theory and develop an improvement plan to increase HOTS questions and comments; and report results, conclusions and implications for the school and district.

1. BASELINE OBSERVATION DATA: Baseline results (pre-observation)
Points include the actual observation form with all coded data. Points are lost for a lack of information about the baseline data, no coding information, no summary of the baseline data.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score

	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)		
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills)	Candidate *does not provide* **information about monitoring school programs and activities to ensure personalized student learning opportunities both pre- and post-intervention.**	Candidate *provides* **information about monitoring school programs and activities to ensure personalized student learning opportunities both pre- and post-intervention.**	Candidate *provides* **information about monitoring school programs and activities to ensure personalized student learning opportunities both pre- and post- intervention,** including recommendations for improvements in future monitoring activities.		

2. FIELD NOTES: Describe the context and your observations.
Points are gained for describing the context and any other observations you have about the use of thinking skills questions in the classroom for all students. Points are lost if the notes are not relevant to the observation and do not include information about student learning.

Standard 7: Applying knowledge that promotes the success of every student through substantial and sustained school-based field experiences.

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
7.1 Substantial Field Experience that applies the content knowledge and develop professional skills identified through authentic, school-based leadership experiences	Candidate *does not provide* information documenting **the success of every student by sustaining a school culture and instructional program conducive to student learning** through the use of field notes.	Candidate *provides* information documenting **the success of every student by sustaining a school culture and instructional program conducive to student learning** through the use of field notes.	Candidate *provides* information documenting **the success of every student by sustaining a school culture and instructional program conducive to student learning** through the use of field notes, which provides recommendations for future school-based activities.		

3. AN IMPROVEMENT PLAN: This section should contain specific suggestions for improving the use of thinking skills in the observed classroom. How did you differentiate your plan across the variety of student ability levels?
Points are gained for providing specific suggestions for improving the use of HOTS in the classroom on the part of teachers and students.
Points are lost for suggestions that are not clearly related to the classroom observation and for ideas that would not specifically help the teachers to improve.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.2 Evaluation of a comprehensive, rigorous, and coherent curricular and instructional	Candidate *does not*: (a) **collaborate with faculty to plan, implement, and evaluate a curriculum**	Candidate: (a) **collaborates with faculty to plan, implement, and evaluate a**	Candidate: (a) **collaborates with faculty to plan, implement, and evaluate a curriculum**		

| school program (Professional Skills) | **plan**, (b) **use evidence-centered research in making curricular and instructional decisions**, (c) **interpret information and communicate progress toward achievement, and** (d) **design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.** | **curriculum plan**, (b) **uses evidence-centered research in making curricular and instructional decisions**, (c) **interpret information and communicate progress toward achievement, and** (d) **design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.** | **plan**, (b) **uses evidence-centered research in making curricular and instructional decisions**, (c) **interpret information and communicate progress toward achievement, and** (d) **design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.** In addition, includes recommendations to improve the structure for future evaluations. | | |

4.   POST-OBSERVATION RESULTS: Post-observation results and comparisons using chi-square
Points include the actual observation form with all coded data. Points are lost for a lack of information about the post-test data, no coding information, no summary of the baseline data.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills)	Candidate *does not provide* **information about monitoring school programs and activities to ensure personalized student learning opportunities both pre- and post-intervention.**	Candidate *provides* **information about monitoring school programs and activities to ensure personalized student learning opportunities both pre- and post-intervention.**	Candidate *provides* **information about monitoring school programs and activities to ensure personalized student learning opportunities both pre- and post- intervention,** including recommendations for improvements in future monitoring activities.		

5.   ANALYSIS: Post-observation results and comparisons using statistical analyses, such as chi-square
Points include the analysis and interpretation of data using statistical procedures. Points are lost for a lack
of information about the analysis and interpretation of data using statistical procedures.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.4 The promotion of the most effective and appropriate technologies to support teaching and learning in a school environment (Professional Skills)	Candidate *does not* use technologies to (a) **improve student achievement**, (b) **monitor instructional practices and provide assistance to teachers,** and (c) **provide an analysis and interpretation of data**.	Candidate *provides evidence for using* technologies to (a) **improve student achievement**, (b) **monitor instructional practices and provide assistance to teachers**, and (c) **provide an analysis and interpretation of data**.	Candidate *provides evidence for using* technology to (a) **improve student achievement**, (b) **monitor instructional practices and provide assistance to teachers**, and (c) **provide an analysis and interpretation of data**, and provides recommendations for future research activities.		

6.   SUMMARY AND CONCLUSIONS: This section should help the reader understand the relation
between collected data and the results of the study.
This section should help the reader understand the relation between collected data and the results of the
study. Points are removed for including information not related to the project or for making indistinct
relationships between ideas.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.3 Development and supervision of the instructional and leadership capacity of school staff (Professional Skills)	Candidate *does not provide evidence* of (a) **improved teaching and learning,** and (b) **the use of differentiated instructional strategies**.	Candidate *provides evidence* of (a) **improved teaching and learning**, and (b) **differentiated instructional strategies**, but does not connect these improvements to tiered strategies.	Candidate *provides evidence* of (a) **improved teaching and learning**, which is related to tiered (b) **differentiated instructional strategies**.		

7.   IMPLICATIONS AND FUTURE PLANS: This section should help the reader understand the value of this project and what should be done differently in the future.
Points are lost if the information is not directly related to the study, is poorly developed, or if there is not a clear distinction between implications and future plans.

Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning

Critical Elements	Not Acceptable (1 point)	Acceptable (2 points)	Target (3 points)	Remarks	Score
2.3 Development and supervision of the instructional and leadership capacity of school staff (Professional Skills)	Candidate *does not provide evidence* of (a) **improved teaching and learning,** and (b) **the use of differentiated instructional strategies**.	Candidate *provides evidence* of (a) **improved teaching and learning,** and (b) **differentiated instructional strategies,** but does not connect these improvements to tiered strategies.	Candidate *provides evidence* of (a) **improved teaching and learning,** which is related to tiered (b) **differentiated instructional strategies**.		

Department of Education and Educational Psychology
ED804: Learning, Cognition, and Teaching
Class Calendar*

Date	Topic/Reading	Responsibility Due
Week 1 September 3	An Introduction to the course What makes a theory? Gardner; Armstrong Review Syllabus Introduction to Behaviorism	
Week 2 September 10	Learning and Behavior Classroom Practices Record (CPR) Classical vs. Operant Conditioning Chapter 1: Introduction to Theories of Learning and Instruction Chapter 2: Radical Behaviorism	Read the Syllabus
Week 3 September 17	Learning and Cognition Chapter 3: Cognitive Information Processing Sternberg Chapter 4: Meaningful Learning and Schema Theory	Observation #1 Skinner
Week 4 September 24	Learning and Cognition Chapter 5: Situated Learning	
Week 5 October 1	Learning and Development Chapter 6: Cognitive and Knowledge Development Piaget, Bruner, Papert http://el.media.mit.edu/Logo-foundation/logo/index.html Vygotsky	Observation #2 Information Processing
Week 6 October 8	More about Cognitive Development Chapter 11: Constructivism Types of Knowledge	
Week 7 October 15 ED804 5:00-9:15	Learning and Development Chapter 7: Interactional Theories of Cognitive Development	Observation #3 Piaget, Bruner, or Vygotsky
Week 8 October 22	Personal, Social, and Emotional Development Erikson, Kohlberg, Maslow	

Date	Topic/Reading	Responsibility Due
Week 9 October 29 ED860 5:00-9:15	ED860: Quantitative Methods Applied to Educational Research Mid-term Exam	
Week 10 November 5	Learning and Biology Dewey- *How we think* Chapter 8: Biological Bases of Learning and Memory	Observation #4 Erikson
Week 11 November 12	Learning and Motivation Chapter 9: Motivation and Self-Regulation Bandura, Schunk, Weiner, Zimmerman	
Week 12 November 19	Learning and Motivation Learning and Instruction Chapter 10: Gagné's Theory of Instruction Bloom Models of Teaching	Observation #5 Bandura, Schunk, Weiner, or Zimmerman
Saturday Class November 15	Debate: Constructivism Bruner- *The process of education*	
Week 13 December 3	Chapter 12: Toward a Personal Theory of Learning and Instruction	Higher Order Thinking Project
Week 14 December 10 ED804 5:00-9:15 PM	Report Dewey- *Experience and education*	Newsletter
Week15 December 17 ED860 5:00-9:15 PM	ED860: Quantitative Methods Applied to Educational Research Final Exam	Everything is due by December 17th otherwise, you need to sign a form that indicates you agree to a grade of Incomplete.

*The schedule is subject to change.