“Please think of the children first. If you ever have anything to do with their entertainment, their food, their toys, their custody, their day or night care, their health care, THEIR EDUCATION – listen to the children, learn about them, learn from them. Think of the children first.” Fred Rogers

Mr. Todd Cole, instructor

Office Hours: Tues/Thurs 1:30-3:30  Cell: 724-674-2842

Welcome to Educational Psychology, EDU 231C01/02!

Class Description and Textbook:

Educational Psychology is a study of the teaching and learning process for students preparing to teach children and adolescents. The seven units of the course include: climate, management, motivation, instruction, assessment, learner distinctiveness, and professionalism. The textbook used for this course will be ENHANCING PROFESSIONAL PRACTICE by Danielson. Paperback ISBN: 978-1-4166-0517-1. The course and textbook are aligned with the FOUR DOMAINS that public educators in the state of Pennsylvania use within their classrooms. Although many who take this course are NOT education majors, it is my belief that much of what you will learn in this course you will be able to apply in your chosen field.

Grading Scale:

94-100  A
92-93  A-
90-91  B+
84-89  B
82-83  B-
80-81  C+
74-79  C
72-73  C-
65-71  D

Below 65 is a failure of course
Grading Rubric:

A rubric will be presented before work is assigned so students will understand expectations and how they may achieve an ADVANCED, PROFICIENT, or BASIC grade.

Assignments:

1. Letter to a Teacher, 25 points, due Week Two. After a small group and large group discussion, and examples of and Advanced Letter is given, students will be required to write a letter to their favorite teacher following a given rubric. The letter will be brought to class, along with a fully addressed envelope, provided by the instructor. Contents of letter will explain how this teacher has had a positive impact on your life. You will be asked to share portion of your letter with class.

   “I find out more and more every day how important it is for people to share their memories.” Fred Rogers

2. And 3. Research Article Reviews, 25/25 points, due Week Four through Six. Students will be required to write two, one to two page, double spaced reflections from research articles on two of the following topics:
   a. How does poverty affect a child’s development?
   b. How does the climate of a classroom affect learning in a positive way?
   c. How does assessment of learning apply to a classroom of students with different learning abilities?
   d. How does “knowing your students” help teachers prepare daily lessons and assessments?
   e. How do different cultures within the same classroom foster learning for all students?

   *Instructor will entertain other ideas for research articles upon request.

3. Examination #1, 100 points, due Week 6-7. This will be an open book test so that Domains can be used to support answers to questions. At times, students will be asked to follow a format for answering questions from the textbook. It is as follows:
   a. Restate the question
   b. Answer the question
   c. Cite evidence, page and paragraph
   d. Explain what you cite and how it supports your answer
   e. Summarize

4. Classroom Observation, 50 points, due Week 10. If you are an education major, you have clearances that will allow you to observe a teacher at your home district (perhaps during fall break). If you are a different major, you will need to be creative. For example:
   a. Walker House
   b. George Washington Intermediate Unit
   c. Preschool Lab
d. Giving lessons in your field – music, horseback riding  
e. Special Olympics  
f. Field Days at schools  
g. Attending musical rehearsals for high school musicals  

* A permission slip/letter is provided.  

“When I was very young, most of my childhood heroes wore capes, flew through the air, or picked up buildings with one arm. They were spectacular and got a lot of attention. But as I grew, my heroes changed, so that now I can honestly say that anyone who does anything to help a child is a hero to me.” Fred Rogers  As you observe, look for the helpers.

5. Teacher Interview, 50 points, due Week 10. Students are required to conduct an interview with a teacher. Students will compose 7 to 10 questions that relate to the four domains as they are used by the teacher. Interview can be conducted in person, by phone, or email.  

“The thing I remember best about successful people I’ve met all through the years is their obvious delight in what they’re doing...and it seems to have very little to do with worldly success. They just love what they’re doing, and they love it in front of others.” Fred Rogers

6. Notebook/Journal, 100 points, due Week 12. Students will be required to write in detail about 2 BIG IDEAS from each day’s learning experience in class. Students will be asked, on occasion, to respond to a given prompt at the beginning of class. Research shows that writing in journals can often open a door to something a student would not otherwise share.  

“Whatever we choose to imagine can be as private as we want it to be. Nobody knows what you’re thinking or feeling unless you share it.” Fred Rogers  Journaling in the classroom is one way to share your thoughts, knowledge and feelings.

7. Final Examination, 100 points, due Week 15. Possible questions will be provided prior to the final exam so students will be able to prepare.  

“Development comes from within. Nature does not hurry but advances slowly.” Fred Rogers  Now is the time...the end of our journey (in class)...show me how you have developed in the knowledge gained.

8. Students, paired in groups of 3 or 4, will present a 10-minute lesson plan and presentation to the class in a subject or content area of their choice that is compatible with their major field of studies using the supplied format. The presentation should show knowledge of the 4 Domains of Planning/Preparation, Classroom Environment, Instruction, and Professional Abilities. The lesson does not need to be performed in class, but needs to be explained as to how the Four Domains were used to make it a successful plan/activity. Students are encouraged to use technology and other avenues to engage students. 50 points. Due Week 13.

9. We will be reading aloud at the beginning of each class. Sometimes it will be in small groups and sometimes in a large group setting. We will be reading *The Year of Miss Agnes* by Kirkpatrick Hill. The setting is a one-room school house in a fishing village in Alaska. Miss Agnes, the teacher, finds ways to include all students in her class, the homes of the students, and the entire community. Knowledge applied to the Four Domains from this novel will be a question on an exam.
“There is something of yourself that you leave at every meeting with another person.” Fred Rogers  I think you will find that Miss Agnes did just that.

10. Class attendance and participation, 100 points, Weeks 1-15. Please see information, below, regarding expectations for this part of grade.

“The purpose of life is to listen – to yourself, to your neighbor, to your world and to God and, when the time comes, to respond in as helpful a way as you can find...from within and without.” Fred Rogers  You can’t listen and respond if you aren’t in class and participate.

**Expectations:**

1. It is expected that all assignments and tests be completed with integrity and be accompanied by signature.
2. It is expected that all assignments be completed by the date due. A 20% deduction will be levied per day late.
3. It is expected that all assignments be completed. Failure to do so will result in the lowering of the final grade by one letter regardless of point total.
4. It is expected that all assignments meet the standard expectations for spelling, grammar, composition, margins, neatness, one side, stapling.
5. It is expected that students will not text in class.
6. It is expected that students will attend, be prompt, and participate in all classes. If absence or tardiness is necessary, it should be reported prior to the class. Unexcused absences will result in a deduction from participate/attendance percentage of 5 points.

*It is not possible to receive a grade of “A” if these expectations are not met.

**Mindfulness:**

Our cluster will be part of a research project that will be encouraging/practicing a short exercise at the beginning of each class that hopes to increase attention, regulate emotions, increase compassion, and reduce feelings of stress.

“In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers.” Fred Rogers

“Learning should be like brushing your teeth. You brush your teeth at least twice a day, because you don’t want your teeth to decay. You must learn every day, because you don’t want your mind to decay.” Todd Cole
Special Needs:

Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At Westminster College, the Office of Disability Resources is responsible for determining necessary supports and accommodations to assist the student, in accordance to IDEA regulations. It is the responsibility of the student to notify the faculty member at the beginning of the school term, if accommodations are needed. Students with documented disabilities must be provided equal educational opportunities, therefore, reasonable accommodations will be made with the assistance of the Office of Disability Resources. A student must demonstrate competence in the areas covered within the scope of the course in order for successful completion of the course.
To: Administrators of Home School Districts/Institutions/Agencies  
Re: 5 Hour Field Observation for Educational Psychology EDU231  
From: Mr. Todd Cole  
School of Education, Westminster College, New Wilmington, PA 16172

Dear Administrators,

All of our traditional students at Westminster College are required to take a “cluster course” as part of their general education requirements. These educationally themed courses, Educational Psychology and Special Education Foundations, require two brief but separate observational components.

**We ask that our students spend 5 hours in a typical educational setting observing and/or assisting as the teacher deems appropriate.** Some of the students in this cluster are education track preservice teachers, but most are not. Our PreK-4 and secondary 7-12 education students will self-identify, as will those who are simply taking this course to fulfill a general education requirement.

We suggest that students contact home school districts, preschools, private schools, institutions, or community agencies and service organizations to inquire about gaining their 5 hours of observational time between now and **November 2nd**. Our education track students will have valid up-to-date clearances. The remaining students in this course are in other majors in the Sciences, Humanities, Business, Music, and Sports Management. The purpose of the five hours of observation (or assisting as needed) within a typical classroom or similar setting is to afford students an opportunity to see the principles of Educational Psychology in practice with children and youth.

Your support of this brief 5-hour snapshot of educational best practice in an
observational field setting is greatly appreciated. It is our hope that as a result our learners will gain an appreciation for the challenging work of educators in today’s world. The name of the setting, the date(s) of observation, along with a signature of a teacher or an administrator is required to attest that the 5 hours that have been fulfilled satisfactorily.

Please contact me if you have any questions or concerns at (724) 946-7180. With Gratitude,

Todd S. Cole
Email: colets@westminster.edu

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Validation Form for 5 Hour Observational Field Experience
for Educational Psychology Cluster Course EDU 231C

Westminster College Student’s Name: ____________________________________________

Major Field of Study: __________________________________________________________

Name of educational setting: ____________________________________________________

Location: ____________________________________________________________________

Setting/grade or age level: ______________________________________________________

Observation date(s) ____________________________________________________________

____________________________________________________________________________

Total Hours Earned: _____ hours

__________________________________________  ______________________________
Signature of Administrator, Teacher, or Supervisor  Date
Dear Marie,

I have a friend...someone whom I’ve admired for years...a man who taught me the love and art of teaching through his loving example as an educator. His quick wet, his accentuation of the positive, his appreciation for children’s literature and the written word, and his incredible love for those he taught, are just some of his attributes that shined through as he taught me how to be the teacher that I am today. He lifted all spirits of those he conversed with, even if it had been a “one-time chat” with a fellow educator. He left an everlasting impression that helped his listeners bond with one another to become better educators and parents for the sake of our children and our children’s children.

My friend is your husband, Jerb. I know that he died of cancer several years ago. His death saddened all who knew him. However, even his death brought to those who were left behind the same gifts he gave us, so unselfishly, when he lived. His DAY OF GLORY to a heaven filled with children has reminded me that my friend is still with me in my daily teaching and living. His humor, his positive nature, love for children’s literature and for those who read them, is within my heart, mind, and soul.

I’ll always remember Jerb reading aloud to the class. When he read Charlotte’s Web by E.B. White, I left like I was sitting on a stool right next to Fern in Zuckerman’s Barn. Jerb had a way of showing his love for a book as he read it to us. It made us want to do the same for our students when we got our first “Job.” He is responsible for my thirst of Children’s Literature. He is also responsible for my empty wallet as I continue to purchase children’s books for a hobby. 😊

His “last unspoken lesson” for me was to take what he taught me and use it in my daily life with my students and in doing so I will feel comfort in knowing that along with his death, he will live forever. I will relish in my learnings from your wonderful husband, Marie. I will do my best to express his “last lesson” with the same sensitivity, compassion, and love he expressed as he taught me at Westminster. It is my hope that he will look down upon me and say, “Well Done!” In turn, I will look up to my friend and say, “Thank you!”

Thank you for sharing Jerb with us. I know he dedicated so much of his world to the 3rd Floor of Old Main. It was your love for Jerb that allowed him to do so.

Peace and Gratitude,

Todd
Checklist for Teacher Letter:

1. Envelope and address (stamped envelope will be given to you)
2. Why are you writing?
3. What characteristics do you appreciate from this teacher?
4. How do you use what you have learned from this teacher?
5. Thank him/her.