

	<p><i>Leadership for Diverse Communities</i></p> <p>Understanding the Learner, Instructional Design, and Assessment</p> <p>CI 171</p>
---	---

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

This course focuses on applied psychology, considering developmental/learning theory, research, and assessment as it relates to the learner. Students examine the design of integrated curriculum in K-8 classrooms and investigate reforms, curricular theories, and instructional models.

Multiple Subject Program Requirements:

This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study A, will need to make special arrangements with the instructor.

Units: 3

Instructor:

Days:

Office #:

Time:

Schedule #:

Location:

Email:

Telephone:

Office Hrs:

Prerequisites: Admission to the Multiple Subject Credential program.

Required Texts and Instructional Materials:

CI 171 Education: Understanding the Learner, Instructional Design & Assessment
Pearson Custom.

Lemlech, Johanna K., (2006) *Curriculum and Instructional Methods for Elementary and Middle Schools*, Sixth Edition, Pearson Merrill Prentice Hall: New Jersey.
(ISBN: 9780135020050)

Slavin, R. E., (2008) *Educational Psychology: Theory and Practice (w/MyLabSchool)*,
Ninth Edition, Allyn & Bacon, Pearson Education Inc. (ISBN: 9780205616121)

Additional materials will be disseminated by your instructor in hard copy or electronically through Blackboard.

Internet accounts are required and available for a fee at
<http://www.fresno.com/cvonline/cvip.html>.

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

- Teacher candidates will demonstrate knowledge about a broad range of critical issues in learning and development and their relationship to professional practice in schools and classroom. (CCTC 4; TPE 8; NCATE 1.2)
- Teacher candidates will demonstrate an understanding of curriculum theories, methodology, planning, instruction and assessment and the application of a variety of models of teaching. (CCTC 4; TPE 2, 9; NCATE 1.3, 1.4)
- Teacher candidates will demonstrate the ability to evaluate instructional alternatives, articulate the pedagogical reasons for instructional practices in relation to state adopted academic content standard for students and curriculum frameworks. (CCTC 6, TPE 6A, 6B; NCATE 1.4)
- Teacher candidates will learn major psychological, cognitive and motivational principles, theories and research strategies related to child and adolescent development --both typical and atypical. Candidates will learn and utilize knowledge of human learning theory in designing, planning and delivering instruction. (CCTC 3 & 13; TPE 8; NCATE 1.4, 4.1)
- Teacher candidates will become familiar with professional perspectives on teaching that includes: professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. (CCTC 5; TPE 12) Utilize appropriate technology (CCTC 11; NCATE 1.3).
- Teacher candidates will gain overall knowledge of assessment which is inclusive of, but not limited to: informal, formal, formative, summative, systematic observation, thematic anecdotal, criterion referenced, normative, standardized and other diagnostic measures. (TPE 2, 3; NCATE 1.7)

Examinations and Major Assignments:

Your instructor(s) model Multimodal Assessment; therefore, evaluation will take several forms. The assignments are designed to help you make the theory-to-practice connection.

<i>Due Date</i>	<i>TPE Addressed</i>	<i>Points Possible</i>
	<i>Case Study (Turn in Online)</i>	30
	INTRODUCE: TPE 2, TPE 6A & 6B, TPE 12	
	TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9	
	CCTC: 3, 13	
	DISPOSITIONS: Valuing, Diversity, Reflection	
	NCATE 1.2, 1.4, 1.7, 4.1	
	<i>Design for Instruction Unit (Turn in Online)</i>	40
	INTRODUCE: TPE 2	
	TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9	
	TEACHER PROJECT COMPONENT 4	
	CCTC: 4, 6	
	DISPOSITIONS: Reflection, Critical Thinking	
	NCATE 1.3, 1.4, 1.7	
	<i>Final (Turn in Online)</i>	30
	INTRODUCE: TPE 2, TPE 6A & 6B, TPE 12	
	TEACH & FORMATIVE ASSESSMENT: TPE 8, TPE 9	
	CCTC: 3, 4, 6, 13	
	DISPOSITIONS: Valuing Diversity, Reflection	
	NCATE: 1.2, 1.3, 1.4, 1.7	

See Appendices for a complete description of each assignment.

Course Policies:

Grading & Attendance

**90% of the possible pts. = A, 80%-89% of the possible pts. = B,
70-79% of the possible = C, below 70% individual contract for improvement**

Attendance is mandatory. If you are absent from class, it is your responsibility to check on announcements made while you were away. You will need a doctor's statement for an excused illness absence. **Make-Up Policy:** Missed classes and assignments will result in point deductions, unless excused. More than four absences will reduce your overall grade.

Collaboration on research assignments is encouraged. Written assignments (unless otherwise specified) should represent independent work.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A.*”

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work. Instructions for getting started with Turnitin.com are attached. The class ID for this course is (ID) and the enrollment password is (PASSWORD). Turnitin.com Originality Reports WILL/WILL NOT be available for your viewing.

Tentative Course Schedule

Class/Tues.	Theme/Topic	Readings
Session 1 Tuesday Aug. 25	Introductions, Syllabus, Group Investigation Model – Assigned Readings <i>Understanding the Learner</i>	B: Handouts/Readings
Session 2 Tuesday Sept. 1	Curriculum, Instruction, Educational Psychology, Definitions, Issues, Images, Missions of our Schools, Group Investigation Presentations – Course Framework <i>Understanding the Learner and Instructional Design</i>	B: Handouts/Assigned Readings
Session 3 Tuesday Sept. 8	Overview of Major Theories of Development Piaget and Vygotsky, Videos <i>Understanding the Learner</i>	E: Chapter 1 (p. 9-30)
Session 4 Tuesday Sept. 15	Developmental Theory: Moral Development (Kohlberg), Moral Dilemmas, Introduction to Brain Learning	E: Chapter 2 (p. 77-85) (p. 56-63) & Chapter 1 (p. 3-9)
Session 5 Tuesday Sept. 22	Developmental Theory: Brain Learning, Intelligence & its relationship to learning and development, Gardner’s theory of multiple intelligences <i>Understanding the Learner and Instructional Design</i>	E: Chapter 3 (p. 93-106) & Chapter 4 (p. 141-171) B: Handouts/Readings
Session 6	Personal Family of Models Social/Emotional Development (Erikson)	E: Chapter 2 (p. 63-77) Chapter 5

Tuesday Sept. 29	Group Process Carrousel Activity - Review of Theories <i>Understanding the Learner and Instructional Design</i>	B: Handouts/Readings
Session 7 Tuesday Oct. 6	Models of Teaching Overview Behavioral Family of Models – Direct Instruction Model: Clinical Teaching Demonstration Lesson on Writing Performance Objectives, <i>Behavioral Objectives Assessment</i> <i>Instructional Design and Assessment</i>	E: Chapters 6 & 7 B: Handouts/Readings
Session 8 Tuesday Oct. 13	Direct Instruction Model: Planning for Instruction/Lesson Design PowerPoint Overview, Clinical/Target Teaching Lesson Plan Development, Curriculum Alignment, Addressing Content Standards, Educational Goals, Rubrics, Group Investigation Presentations <i>Design For Instruction Assignment Explained</i>	E: Chapters 7 & 8 B: Handouts/Readings
Session 9 Tuesday Oct. 20	Assessment Standardized Testing, Measurement & Assessment, Issues in Standardized Testing, Assessment for the Classroom <i>Clinical Teaching Lesson Plan Due</i> <i>Instructional Design and Assessment</i>	E: Chapter 9 B: Handouts/Readings
Session 10 Tuesday Oct. 27	Critical/Higher Level Thinking Paradigms in Education, Defining Higher Level Thinking, Teaching for Intelligence, Cultural Literacy, Sample Critical Thinking Program: CORT <i>Case Study Due</i> <i>Instructional Design</i>	B: Handouts/Readings

<p>Session 11 Tuesday Nov. 3</p>	<p>Critical/Higher Level Thinking/Bloom’s Taxonomy “The Weapon” Pre-Assessment, Bloom’s Taxonomy, Questioning Strategies, Wait Time Activity: Incorporating Bloom’s Taxonomy into Lesson Design</p> <p><i>Instructional Design and Assessment</i></p>	<p>E: Chapter 8 (p. 251-259) B: Handouts/Readings</p>
<p>Session 12 Tuesday Nov. 10</p>	<p>Models of Teaching: Information Processing Family of Instructional Models Inductive Thinking/Concept Formation, Concept Attainment, Synectics,</p> <p><i>Instructional Design and Assessment</i></p>	<p>E: Chapters 10, 11, & 12 B: Handouts/Readings</p>
<p>Session 13 Tuesday Nov. 17</p>	<p>Models of Teaching: Information Processing Family of Instructional Models Introduction to Inquiry, Demonstration lesson and Group Project</p> <p><i>Instructional Design and Assessment</i></p>	<p>E: Chapter 13 B: Handouts/Readings</p>
<p>Session 14 Tuesday Dec. 1</p>	<p>Models of Teaching: Social Models of Instruction Partners in Learning/Cooperative Learning Approaches, Cooperative Structures, <i>Slavin, Johnson & Johnson, Sharan, Kagan</i></p> <p><i>Instructional Design and Assessment</i></p>	<p>E: Chapters 14 & 15 (p. 485-497) B: Handouts/Readings</p>
<p>Session 15 Tuesday Dec. 8</p>	<p>Models of Teaching: Behavioral Family of Instructional Models Learning from Simulations -“Environment versus Development” Performance Assessment</p> <p><i>Design for Instruction Unit Due</i> <i>Instructional Design and Assessment</i></p>	<p>E: Chapter 16 B: Handouts/Readings</p>

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Topics/Themes Descriptions

Course Overview: Investigation and Exploration of Issues in Education

Through the use of the Group Investigation Model students become experts in an assigned area. Each area represents an important dimension in the course. The session serves as an Advance Organizer that demonstrates some of the major themes of the course such as: history of curriculum and instruction, progressive vs. traditional approaches to teaching, child & adolescent development (six developmental pathways), professional learning communities and identifying what a good teacher in the classroom is going to need.

Developmental Pathways

Cognitive/Intellectual Developmental Pathway

The cognitive development theories of Piaget and Vygotsky are explored through the readings, PowerPoint presentations, videos and Jigsaw activities. Some of Piaget's ideas covered in this session are the basic tendencies in thinking such as organization, adaptation (assimilation and accommodation), equilibration, schema theory and the four stages of cognitive development. Vygotsky's Socio-Cultural Theory of Cognitive Development includes four key pt. 1) Social Origins of Thought 2) Tools for Thought 3) Language and Development and 4) Zone of Proximal Development.

Ethical Developmental Pathway

This session focuses on Moral Development. Lawrence Kohlberg's ideas are discussed particularly moral reasoning and how the stages of moral reasoning (Preconventional, Conventional, and Postconventional) are congruent with Piaget's stages of cognitive development. Students participate in a Moral Dilemma activity that asks them to take a position and explore the reasoning stage they are operating at. Programs for Character development such as Kevin Ryan's 6 E's are discussed.

Physical Developmental Pathway

The focus is on physical development, particularly as it relates to the function of the brain and its connection to learning and cognitive processing (Neuro-education). Some of the major ideas are the function of neurons, synapses, neural networks, lobes of the brain, the role of attention in learning, and the Information Processing Model that includes sensory, working and long term memory. The impact of emotion in learning is also discussed. A connection is made between some of these theories and appropriate instructional strategies to use such as reciprocal teaching, storytelling, simulations, graphic organizers and projects. Finally the idea of Multiple Intelligences is discussed with accompanying activities that allow students to identify their preferred intelligence.

Psycho-Emotional Pathway – Personal Family of Models

Some of Eric Erikson's research on Psychosocial Development is discussed. The primary focus is on understanding the Theory of Psychosocial Development. The nature of each stage and the developmental crises that occur at each stage of growth and how it impacts individuals is talked about. Other important ideas discussed are ego identity, self-concept, and ethnicity as it impacts self-concept. Another major area that is covered is motivation with the ideas of intrinsic vs. extrinsic and Maslow's Hierarchy of Needs and

Attribution Theory of Motivation. Videos on positive expectations and on alternative approaches to working in the affect are also shared.

Instructional Design and Assessment: Models of Teaching

Behavioral Family of Models: Direct Instruction, Learning from Simulations

The transition to instructional design and assessment begins with a demonstration lesson on Direct Instruction that teaches students how to write Instructional/Performance Learning Objectives. The twin goals of this lesson are to experience a direct instruction lesson with a debriefing on the different components of Madeline Hunter's Clinical Model of Instruction. The second phase of this section focuses on planning for instruction and a group investigation activity that encourages students to break down and analyze the various components of the Clinical Lesson Plan. Subsequently, students must begin designing lesson plans for the classroom and for unit development. The last session of the semester revisits the Behavioral Family of Models with the Learning from Simulations session where guest presenters implement a Cultural Simulation. BAFA BAFA allows students to experience a new culture and explore their feelings of alienation when they try to mix with other cultures.

Assessment

Although assessment is embedded within all the Instructional Design components, this session provides the foundation by providing information about the comprehensive nature of assessment. The idea that assessment is more than testing and evaluation and allows us to understand the learner's needs more effectively. Some of the topics discussed are curricular alignment, formative and summative assessment, norm and criterion referenced tests, reliability & validity, authentic assessment and classroom assessment. Also covered are the accountability systems in California and at the Federal Level (NCLB). A group investigation and data hunt activity allow students to consolidate their knowledge of important topics as they are assigned articles on informative assessment, rubrics and the state of education in California.

Critical Thinking

In this area we discuss the idea of best practices and the importance of understanding and incorporating critical and higher level thinking in teaching. A video on shifting paradigms provides the foundation for the discussion. The nature of thinking deeply about a topic or subject is experienced through critical thinking curriculum such as CORT thinking and the Object of their Attention. Research articles are also examined and discussed in a Socratic manner to understand the thinking processes. Bloom's Taxonomy is presented as a structured and straightforward way of incorporating higher level thinking into lesson design.

Social Family of Models: Partners in Learning, Group Investigation

Although cooperative learning structures and activities are utilized throughout the semester, this session provides the foundation of understanding the power of social models and synergy in a social world. Students understand that cooperative learning is not so much learning to cooperate but cooperating to learn. Some of the major themes of cooperative learning are addressed such as improving academic achievement, race relations and socialization of students. Some of the positive aspects of cooperative learning are shared such as higher achievement, motivation, communication skills and

self-esteem. Cooperative learning structures are experienced such as round table, corners, round robin, STAD, Jigsaw and Group Investigation.

Information Processing Family of Models: Concept Formation, Concept Attainment, Synectics, Inquiry

A major emphasis in this course is the challenge of processing all the information students are bombarded with in this information-overloaded society. In this session we reconnect with the information processing memory model and share instructional models to illustrate effective ways to handle information. This is accomplished through demonstration lessons beginning with Inductive models of teaching such as Concept Formation and Concept Attainment. Also the Synectics instructional model is demonstrated to share how creativity can be enhanced in writing and in cognitive processing. Inquiry is also introduced as an interactive and engaging approach to involving students in the learning process. A demonstration lesson using Map and Compass allows students to experience this model.

Assignment: Case Study Report (30 pts)

INTRODUCE: TPE 2, TPE 6A & 6B, TPE 12
TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9
CCTC: 3, 13
DISPOSITIONS: Valuing, Diversity, Reflection
NCATE 1.2, 1.4, 1.7, 4.1

Candidates require an opportunity to apply the developmental theories, knowledge of learning styles, assessment methods and teaching methodologies for working with children from diverse backgrounds with different needs. This exercise is intended to assist students to bring together in a useful and meaningful way the above-stated content areas taught in this course. The assignment should also prepare you for the teacher work sample you will be completing as part of the credential program.

The case study report is the product of careful observation of student behavior, identified developmental levels, academic skills, learning styles, interests, special considerations, and analysis of all relevant information. The final section of this study is your design for a teaching method(s) and an appropriate assessment method(s).

The following is a format and content outline for the case study:

I. **Introduction and Identification Section**. This section should contain the following information at a minimum:

A brief description of the case study student you identified such as age, sex, position in family, grade, school, socioeconomic and ethnic background, and any other background information gained through study that you deem to be appropriate. (You are **expected** to use fictitious names to protect the confidentiality of the person.)

II **Ecological Record Section**. This section should contain the following:

Ecological records of the observations you do of the case study child are to be included in the report in chronological order (each record prefaced by date, amount of time spent in observation, observation environment and locale, and situational purpose of observation). A case study should be based on the ecological records of at least **four** separate behavior episodes in differing situations. All interpretations and supplementary information related to the behavior observed **should be kept separate** from the straight factual reporting of what is seen and heard. The utilization of two different sub-sections for this section is suggested.

III. **Normative Comparison Section**. This section should contain information about

the subject's developmental level in each area below. Identified theorists (where appropriate) should be used as a basis of comparison. Each section should contain an introductory paragraph(s) that explain the theory being utilized and/or the importance of each area being assessed and described. A detailed description of the assessment or observation done and the reasons for the identification of each area is expected.

- A. Subject's cognitive development (Piaget – Use Piagetian tasks) & (Vygotsky – Use Assisted Learning to determine the ZPD) **W** Chap. 2
- B. Subject's psychosocial development (Erikson) Use **W** Chap.3
- C. Subject's moral development (Kohlberg - Use moral dilemmas) **W** Chap. 3
- D. Child's intelligences – describe child's primary intelligences (**W** Chap. 4 & Hand-outs)

IV. Describe Special Interests of Child.

Special interests of the child can be learned through conversations, observations, and/or an interest inventory.

V. Briefly Describe student's skills and/or academic abilities in reading/language arts and mathematics.

Case study's skills and academic abilities can be assessed through observations of work and/or talking with the classroom teacher.

VI. Teaching/Learning Method and Assessment.

Describe a teaching method(s) appropriate for this child given *all* the data acquired through each of the assessments, observations, and conversations. Be sure to provide specific implications for choice of instructional method(s) and assessment(s) based on student characteristics. Assessments should include formative and summative types.

VII. Professionalism

The paper should demonstrate consistent use of standard English and correct spelling, punctuation, capitalization, and paragraphing. It is neat and legible.

Structure for Report

Two persons (or more if working in same EHD 174 classroom) will work together with one case study child. Each person must participate in the assessments, analysis, and write-up and will receive one grade for the report. First, provide an overview of the theories used for each section of the report. Secondly, summarize the form of and process used for the assessment(s) completed in each section. Third, in section VI, be sure to connect the knowledge gained through the completed assessments to the selected teaching method and assessment.

Connection to the Field

Teacher candidates will spend time in a school and/or community setting gathering information pertinent to fulfillment of objectives for this assignment.

Grading of Assignment

Case study assignment is worth 30 points of your final grade. Specifically, grade will be

based on completeness of tasks, accuracy of data included, and clarity of implications for instructional planning and assessment based on knowledge of characteristics of student; development levels; knowledge of student' learning styles, intelligences, and interests; knowledge of student's skills and prior learning.

Points by section:

Scoring Sheet

Student Name(s):			
	Case Study Sections	Possible Points	Points Achieved
I	Introduction and Identification Section	2	
II	Ecological Record Section	4	
III	Normative Comparison Section		
A	Cognitive Development <ul style="list-style-type: none"> • Piaget • Vygotsky 	4	
B	Psychosocial Development <ul style="list-style-type: none"> • Erikson 	4	
C	Moral Development <ul style="list-style-type: none"> • Kohlberg/Piaget 	4	
D	Child's Intelligences	2	
IV	Special Interests of Child	2	
V	Student's Skills and/or Academic Abilities in Reading/Language Arts and Mathematics	2	
VI	Teaching/Learning Method and Assessment	4	
VII	Professionalism: Grammar, Spelling, Formatting (double spaced, etc.)	2	
	Total	30	
Comments:			

DESIGN FOR INSTRUCTION UNIT (40 PTS.)

TEACHING PROCESS STANDARD

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

INTRODUCE: TPE 2

TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9

TEACHER PROJECT COMPONENT 4

CCTC: 4, 6

DISPOSITIONS: Reflection, Critical Thinking

NCATE 1.3, 1.4, 1.7

OVERVIEW

In this section you will:

- Develop three learning outcomes that will guide the unit.
- Summarize the results of your pre-assessment and indicate how the results will influence your planning.
- Provide an overview of your unit showing how your lessons relate to the learning outcomes.
- Describe three unit lessons that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs, and the specific learning context.

You may work *individually, in pairs or in a larger group* depending on your EHD 174 placement. If you work in partners or larger groups you must include six lesson plans instead of three. Everything else can remain the same.

DIRECTIONS:

1. Develop 3 learning outcomes that will guide the planning, delivery and assessment of your unit.

- **Format:** Use a table (similar to the one shown at the end of the prompt) to list the learning outcomes and to show how each is related to CA-adopted or challenge-standards.
- **Unit Outcomes:** These outcomes should define what you expect student to know and be able to do at the end of the unit. (Note: These are not lesson objectives.) The goals should be written in terms of student outcomes. The goals should be significant (i.e. reflect the big ideas or structure of the discipline), challenging (i.e. students will learn something they do not already know), varied (i.e. include different levels or types of learning), appropriate (i.e. grade/age specific), observable and measurable.
- **Types and levels of learning:** Identify the types (e.g. cognitive, affective, psychomotor) and levels (e.g. Bloom's or other taxonomy) of your learning outcomes. The outcomes should be varied across types and/or levels. Higher-level learning outcomes are encouraged.
- **Alignment with standards:** For each goal, write out the related CA-adopted or challenge standard(s) (www.cde.ca.gov).

Unit Outcomes	Level of Outcomes	Type of Outcome	Related Standard(s) (include content area, # & text)
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			

2. **Find, adapt, or develop pre- and post-assessments that measure each of your learning outcomes. Summarize the results of your pre-assessment and how they will guide your instruction.**
 - **Individual student scores.** One of the learning outcomes must be pre-assessed using a method that results in an individual score for each student. The score may be based on a **rubric, point system, or percentage**. The post-assessment for this goal should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.)
 - **Results of pre-assessment.** After administering the pre-assessment(s), analyze student performance relative to the learning goals. Summarize the results of the pre-assessment(s) for each learning goal. What knowledge do students have prior to instruction? Tables, graphs, or charts can help you analyze your results and add to your summary.
 - **Implications for planning.** Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on a goal, building prerequisite knowledge, differentiated instruction) and/or modification of the learning goals (e.g. If many students demonstrate an understanding of a goal, you might change or eliminate it). Be specific.
3. **Provide an overview of your unit.**
 - **Unit overview.** Use a visual organizer (block plan, outline) to make your unit plan clear. Include the topic, activity, or lesson objective you are planning for each day/period. Also indicate the goal or goals that you are addressing in each lesson. Make sure that every goal is addressed by at least one lesson and that every lesson relates to at least one goal (Please include only lessons related to your unit).
4. **Develop at least three lesson plans (six if working in partners or groups) that reflect a variety of instructional strategies/techniques.**
 - **Lesson plan development.** Write three lesson plans that are key to your unit goals. The lesson plans may be “across the curriculum” and they may represent different types of lessons from the models of teaching (e.g. direct instruction/clinical teaching, synectics, concept formation, learning from simulations, group investigation).
 - **Lesson plan format.** Clinical/Target Teaching Lesson Plan format or any teaching model described in class.
 - **Rationale.** Include a rationale for each lesson in your unit. Your rationale should include how the lesson content is supported by the state content standards, how the lesson content relates to your unit goal(s) and how the lesson design has been influenced by your knowledge of your students’ knowledge, characteristics and needs, and the context of your classroom.
 - **Use of technology.** Provide specific examples of how you or your students will use technology during a lesson.

Documentation (Suggested page length): Table of outcomes (1 page); Summary of pre-assessment (1 page); Unit Overview (1 page); lesson plans and rationale (3-6 pages)

Connection to the Field

Teacher candidates will spend time in a school and/or community setting observing instruction, assessing students, collecting materials, planning lessons and teaching small groups. These activities will be documented on a fieldwork form and evaluated by the course instructor.

Grading of Assignment

Instructional unit assignment is worth 40 points of your final grade. As specified in the following rubric, the grade will be based on learning goals, content, California Content Standards, Lesson and unit structure, variety of instructional models & resources, and assessment.

These two assignments (Case Study and Design for Instruction Unit) will require a minimum of 15 contact hours in the classroom or community (LAB).

Organizing the Design for Instruction Unit

The process for developing the unit may be different than the way you organize it in your final product. Although I will allow you some flexibility here, I suggest the following format for the unit.

1. **Title Page:**
2. **Table of Contents:**
3. **Unit Overview:**
 - a. **Block Plan**
4. **Learning Outcomes/Goals Table**
5. **Assessment Plan**
 - a. Results of Pre-Assessment
 - b. Individual Student Scores – Include any post-assessment data
 - c. Implications for Planning
6. **Lesson Plans**

Design for Instruction (Rubric)

Rating Indicator	1 Indicator Not Met	4 Indicator Partially Met	8 Indicator Met	Score
Alignment with Learning Goals and California Content Standards	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. No reference to content standards	Most lessons are explicitly linked to learning goals. Most learning activities assignments and resources are aligned with learning goals. Most learning goals are covered in the design. Some reference to content standards	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. Content standards are articulated appropriately.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a large conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure and Overall Professionalism	The lessons within the unit are not written appropriately, logically organized (e.g., sequenced). The quality of the unit overall is inferior.	The lessons within the unit are adequately written, have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. The quality of the unit overall is adequate.	All lessons within the unit are appropriately written, logically organized and appear to be useful in moving toward achieving the learning goals. Professional quality unit evidenced by correct grammar, spelling, etc.	
Use of a Variety of Instructional Models, Activities, Assignments & Resources	Minimal variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets). No evidence of higher level thinking skills.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. Very little evidence of higher level thinking skills.	Significant variety across instruction, activities, assignments, and/or resources. Utilize at least two different models of teaching. Evidence of higher level thinking skill development. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments & Resources	Instruction has not been designed with reference to students and their context and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to students and their context and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to students and their context and <i>pre</i> and <i>post</i> assessment data. Most activities and assignments appear productive and appropriate for each student.	
Total:				

FINAL EXAM: “Reflection Paper”
CI 171: Understanding the Learner,
Instructional Design and Assessment

<p>INTRODUCE: TPE 2, TPE 6A & 6B, TPE 12 TEACH & FORMATIVE ASSESSMENT: TPE 8, TPE 9 CCTC: 3, 4, 6, 13 DISPOSITIONS: Valuing Diversity, Reflection NCATE: 1.2, 1.3, 1.4, 1.7</p>
--

The intent of this assignment is to reflect on the course content. Develop an essay that encompasses the various topics, concepts, instructional theories and strategies that were covered in the course. Although you may write at the Recall and Comprehension levels to briefly describe characteristics of the particular topic, approach or strategy, your writing should focus on the top four levels of Bloom’s Taxonomy (Application, Analysis, Synthesis, and Evaluation). In the essay, indicate how and when you would implement (Application) the different concepts, teaching strategies in your classroom.

Please remember to use Bloom's as a framework for writing. When you describe and provide background on, for example, the Information Processing Family of Teaching Models, you are writing at the Knowledge and Comprehension levels. After you provide this foundational explanation you can choose one or two of the higher levels such as Application (How would I use it? or how have I used it?), Evaluation (What do I think about it?), etc. It is not necessary to include all the higher levels of Bloom's in each topic area. I am grading this quite holistically therefore I will be flexible in looking at your approach. I want to see your reflection on the content and how you might use it and what you think about it or how you create something from it, using Bloom's as your framework for writing.

Use the rubric to guide you in terms of how many areas you choose to write about (4 for an A). Remember to look at the topics as thematic sessions, for example, 1) Information Processing Family of Teaching models includes - Concept Formation, Concept Attainment, Synectics, Inquiry. The other family of models are 2) Social Family - Cooperative Learning, 3) Behavioral Family - Direct Instruction, Learning from Simulations, and 4) Personal Family - Non-directive teaching, Enhancing Self-Concept. There are other potential topics that are not necessarily models such as Critical Thinking - (Paradigms, CORT Thinking), and Brain Learning.

You may use any materials and books that we used in the class. Although it is okay to discuss the final with other students, please do your own writing. Do not hesitate to contact me if you have any questions. **Please submit online.**

Rubric for Final Examination (30 points)

Criteria	10 Indicator Met	5 Indicator Partially Met	1 Indicator Not Met	Score
Content	This report covers all major aspects of the topic and is focused. In addition to the foundational levels of Bloom's, it shows evidence of the higher levels of the Taxonomy (application, analysis, synthesis, evaluation). The report references at least 4 areas of the instructional theories and strategies experienced in class.	This report covers several aspects of the topic but omits some important information. It shows evidence of the foundational levels of Bloom's Taxonomy (Knowledge & Comprehension). The report references at least 3 areas of the instructional theories and strategies experienced in class.	This paper is limited to one or two aspects of the topic. It shows evidence of the knowledge level of Bloom's Taxonomy. The report references at least 2 areas of the instructional theories and strategies experienced in class.	
Organization	This report is logically organized and easy to follow. The introduction presents the topics, the content follows in reasonable order, and the conclusion pulls information together	This report shows some evidence of organization, but it lacks a clearly constructed beginning, middle, and end. Connections among subtopics are sometimes unclear.	This report is difficult to follow because it lacks a logical organizational plan. It shifts from one idea to another without making logical connections.	
Use of Conventions and Professionalism	This paper shows consistent use of standard English and correct spelling, punctuation, capitalization, and paragraphing. It is neat and legible.	This paper indicates a general observance of conventions, but several errors exist in spelling, mechanics, and form.	This paper shows little awareness of writing conventions. Neatness and legibility are minimal.	
Total				

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies)

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practical after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the

learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

ASSIGNMENT DESCRIPTIONS

For detailed description of assignments, scoring guides and exemplars please go to Blackboard – Assignments

BIBLIOGRAPHY

Course bibliography contained in syllabus on Blackboard

Bibliography

- Adams, M.J. (1989). Thinking skills curricula: Their promise and progress. *Educational Psychologist*, 24, 25-77.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Ames, R., and Ames, C. (1989). *Research on motivation in education, Vol. 3*. New York: Academic Press.
- Anastasi, A. (1981). Abilities and the measurement of achievement. In W.B. Schrader (ed.), *New directions for testing and measurement, Vol. 5*. San Francisco: Jossey-Bass.
- Arias, M.B. (1986). The context of education for Hispanic students: An overview. *American Journal of Education*, 95, 26-57.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ausubel, D. P. (1963). *The psychology of meaningful verbal learning*. New York: Grune and Stratton.
- Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- Becker, W., & Carnine, D. (1980). Direct instruction: An effective approach for educational intervention with the disadvantaged and low performers. In B. Lahey & A. Kazdin (Eds.), *Advances in child clinical psychology*. New York: Plenum.
- Bellanca, James. (1998). Teaching for intelligence: In search of best practices, *Phi Delta Kappan*. 658-660.
- Bloom, B.S., Englehart, M.B., Furst, E.J., Hill, W.H., and Krathwohi, O.R. (1956). Taxonomy of educational objectives: The classification of educational goals. *Handbook 1: The cognitive domain*. New York: Longman.
- Brooks, J.G, & Brooks, M.G. (1993). *The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership*, 45, pg. 40-48.
- Brophy, J. (1992). Probing the subtleties of subject-matter teaching. *Educational Leadership*, 49 (7), 4-8.
- Brophy, J.E. and Good, T.L. (1986). *Teacher behavior and student achievement*. In M.C. Wittrock (ed.), (Vol. 3, pp 515-629). New York: Wiley.
- Bruner, J.S. (1966). *Toward a theory of instruction*. New York: Norton.
- Cochran, Kathryn. (1991). *Research matters – to the science teacher*. NARST. 27, 1-4.
- Cole, R. (1995). *Educating everybody's children: Diverse teaching strategic for diverse learners*. Alexandria, VA: ASCD.

- Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. *Phi Delta Kappan*, 78, 193-200.
- Darling-Hammond, L. & Goodwin, R. (1993). Progress toward professionalism in teaching. In G. Cawelti (ED), *ASCD Yearbook*. Alexandria, VA: ASCD.
- Deloche, E. F., & Williams, M. M. (1997). *Educating hearts and minds*. Thousand Oaks, CA: Crowin Press.
- Dill, D. (1990). *What teachers need to know*. San Francisco: Jossey-Bass.
- Driscoll, M.P. (1994). *Psychology of Learning for Instruction*. Needham Heights, MA: Allyn & Bacon.
- Duran, R.P. (1994a). Hispanic student achievement. In M Justiz, R. Wilson, & L. Bjork (Eds.), *Minorities in higher education*. Phoenix, AZ: Oryx Press.
- Elbaz, F. (1987). Teachers' knowledge of teaching: Strategies for reflection. In J. Smyth (Ed.), *Educating teachers: Changing the nature of pedagogical knowledge*. London: Falmer.
- Elkind, D. (1994). *A sympathetic understanding of the child in crisis* (3rd ed.). Boston: Allyn & Bacon. New York: Norton.
- Erikson, E.H. (1963). *Childhood and society* (2nd ed.). New York: Norton.
- Erikson, E.H. (1968). *Identity, youth and crisis*. New York: Norton.
- Fashola, O.S., Slavin, R.E., Calderon, M., Duran, R., (1997) Effective Programs for latino students in elementary and middle schools. *Hispanic Dropout Project*. 1-36.
- Flavell, J.H. (1985). *Cognitive development* (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall.
- Festinger, L.A. (1957). *A theory of cognitive dissonance*. Evanston, Ill.: Ron Peterson.
- Fogarty, Robin. (1998). The intelligence-friendly classroom: It just makes sense. *Phi Delta Kappan*. 655-657.
- Gagne, Rm., and Driscoll, M.P. (1988). *Essentials of learning for instruction* (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall.
- Gall, M. (1984). Synthesis of research on teachers' questioning. *Educational Leadership*, 42, 40-47.
- Garcia, E.E. (1993). Language, culture, and education. In L. Darling-Hammond (Ed.), *Review of research in education*, 19. Washington, DC: American Educational Research Association.
- Gardner, H. (1991). *The Unschooled Mind: How Children Think & How Schools Should Teach*. New York: Basic Books.
- Gardner, H., and Hatch, T. (1989). Multiple intelligences go to school. *Educational Researcher*, 18(8), 4-10.

- Gardner, H. (1983). *Frames of Mind*. New York: Basic- Books.
- Gilligan, C. (1982). *In a different voice: Sex differences in the expression of moral judgment*. Cambridge, Mass.: Harvard University press.
- Ginott, H. (1972). *Teacher and Child*. New York: Macmillan.
- Goleman, Daniel. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA. Harvard Business School Press.
- Goleman, Daniel. (1995). *Emotional Intelligence: Why it can matter more than I.Q.* New York, NY. Bantam Books.
- Goodlad, J. L., Soder, R., & Sorotnik, K. A. (1990). *The moral dimensions of teaching*. San Francisco, CA: Jossey-Bass.
- Goodlad, J. L. (1994). *Educational renewal*. San Francisco, CA: Jossey-Bass.
- Goodman, J., Sutton, V., & Harkavy, I. (1995). The effectiveness of family workshops in a middle school setting: Respect and caring make the difference. *Phi Delta Kappan*, 76, 694-700.
- Grossman, P. (1990). *The making of a teacher: Teacher knowledge teacher education*. Columbia University: Teachers College Press.
- Howe, C.K. (1994). Improving the achievement of Hispanic students. *Educational Leadership*, 51(8), 42-44.
- Hunter, M. (1990/91). Hunter lesson design helps achieve the goals of science instruction. *Educational Leadership*, 48(4), 79-81.
- Hunter, M. (1982). *Mastery teaching*. El Segundo, Calif.: TIP Publications.
- Inhelder, B., and Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence*. New York: Basic Books.
- Jacobs, G. M., Power, M., Inn, L.W. (2002). *The teacher's sourcebook for cooperative learning*. Thousand Oaks, CA., Corwin Press.
- Joyce, B., Weil, M., Calhoun, E. (2009). *Models of teaching*. Pearson Allyn & Bacon.
- Kauchak, D., & Eggen, P. (1998). *Learning & teaching: Research-based methods*. Boston: Allyn and Bacon.
- Klausmeier, H.J., and Harris, C.W. (1966). *Analysis of concept learning*. New York: Academic Press.
- Kohlberg, L. (1963). The development of children's orientations toward moral
- Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D.A. Golsin (ed.), *Handbook of socialization theory and research*, pp. 347-380. Chicago: Rand McNally.

- Kohlberg, L. (1978). Revisions in the theory and practice of moral development. In W. Damon (ed.). *New directions for child development* (No. 2, pp. 83-87). San Francisco: Jossey-Bass.
- Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart, & Winston.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.
- Lipman, Matthew. (1990). Critical thinking: Critical issues. Focus Educational Testing Service. 2-20.
- Lowry, R., Sleet, D., Duncan, C., Powell, K., & Kolbe, L. (1995). Adolescents at risk for violence. *Educational Psychology Review*, 7(1), 7-39.
- Maker, J., Nielson, A.R., Rogers, J.A. (1994). Giftedness, Diversity, and Problem-Solving: Multiple Intelligences and Diversity in Educational Settings. *The Council for Exceptional Children*, 4-14.
- Maslow, A.H. (1954). *Motivation and personality*. New York: Harper & Row.
- Maslow, A.H. (1968). *Toward a psychology of being (2nd ed.)*. New York: Van Nostrand Reinhold.
- Nelsen, J. (2003). *Positive Discipline*. New York: Allyn and Bacon.
- Nunley, Kathie, F. (2002). *Layered Curriculum*. NE: Morris Publications.
- Olson, Lynne (1999). Lessons of a century: The great debate. *Education Week*, 25-33.
- Peddiwell, J. Abner. (1939). *Saber-tooth Curriculum*. McGraw-Hill Book Company, Inc.
- Piaget, J. (1964). *The moral judgment of the child*. New York: Free Press.
- Piaget, J. (1973). *The psychology of intelligence*. Totowa, N.J.: Littlefield, Adams.
- Piaget, J., and Inhelder, B. (1960). *The psychology of the child*. New York: Basic books.
- Rosenshine, B., and Chapman, S. (1992, April). *Teaching students to generate questions: A review of research on the effectiveness of different concrete prompts*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Ryan, K. (1998). Teacher education and moral education. *Journal of teacher education*, 39 (5), 18-23.
- Skinner, B.F. (1953). *Science and human behavior*. New York: Macmillan.
- Skinner, B.F. (1968). *The technology of teaching*. New York: Appleton-Century-Crofts.
- Slavin, R.E., Sharan, S., Kagan, S. Hertz-Lazarowitz, R., Webb, C., & Schmuck, R. (Eds.). *Learning to cooperate, cooperating to learn*. New York: Plenum.
- Slavin, R.E., Madden, N.A., Dolan, L.J., & Wasik, B.A., Ross, S.M., & Smith, L.J. (1996). *Every child, every school: Success for All*. Newbury Park, CA: Corwin.
- Slavin, R.E. (1988). Synthesis of research on grouping: In elementary and secondary schools. *Educational Leadership*, 46(1), 67-77.

- Sousa, David A. (2001). *How the brain learns*. Thousand Oaks, CA. Corwin Press.
- Sprenger, Marilee. (2002). *Becoming a "wiz" at brain-based teaching*. Thousand Oaks, CA. Corwin Press.
- Stipek, D.J. (1995). *Motivation to Learn: From Theory to Practice*. (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Sternberg, R. J., Torff, B., Grigorenko, E. (1998). Teaching for successful intelligence raises school achievement. *Phi Delta Kappan*. 667- 669.
- Tishman, S., Perkins, D., Jay, E. (1995). *The Thinking Classroom: Learning and Teaching*. Needham Heights, MA.: Allyn & Bacon.
- Toch, T., Daniel, M., (1996, October 7). Schools that work. *U.S. News and World Report*, 59-64.
- Toffler, A. (1990). *Powershift: Knowledge, wealth, and violence at the edge of the 21st century*. New York: Bantam.
- Torrance, E.P. (1986). Teaching creative and gifted learners. In M.C. Wittrock (ed.), *Handbook of research on teaching (3rd ed.)*. New York: Macmillan.
- Tulving, E. (1972). Episodic and semantic memory. In E. Tulving and W. Donaldson (eds.), *Organization of memory*. New York: Academic Press.
- Vernette, P. J. (1998). *Making cooperative learning work*. Upper Saddle NJ: Merrill.
- Vygotsky, L.S. (1978). *Mind in society* (M.Cole, V.John-Steiner, S. Scribner, and E. Souberman, eds.). Cambridge, Mass.: Harvard University Press.
- Weiner, B. (1989). *Human motivation*. Hillsdale, N.J.: Erlbaum.
- Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology*, 82(4), 616-622.
- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York: Springer.
- Weiner, B. (1992). *Human motivation: Metaphors, theories, and research*. Newbury Park, CA: Sage.
- Weinstein, C., Ridley, D.S., Dahl, T., and Weber, E.S. (1988/89). Helping students develop strategies for effective learning. *Educational Leadership*, 46(4), 17-19.
- Weinstein, C.E., & McCombs, B. (Eds.) (1995). *Strategic learning: Skill, will, and self-regulation*. Hillsdale, NJ: Erlbaum.
- Wittrock, M.C. (1986). Students' thought processes. In M.C. Wittrock (ed.), *Handbook of research on teaching (3rd ed.)*. New York: Macmillan.
- Wolf, D., LeMahieu, P., and Eresh, J. (1992). Good measure: Assessment as a tool for educational reform. *Educational Leadership*, 49 (8), 8-13.
- Woolfolk, A.E., and McCune-Nicolich, L. (1984). *Educational psychology for teachers (2nd ed.)*. Englewood Cliffs, N.J.: Prentice-Hall.