

**William Paterson University of New Jersey
College of Education**

Department of Secondary and Middle School Education

Preparing Inquiring Educators for Diverse Settings: Knowledge, Dispositions, Application

Course of Study

1. COURSE NUMBER AND TITLE

CISE 295- Educational Psychology and Classroom Management
(3 undergraduate credits)

2. COURSE DESCRIPTION

This course provides prospective teachers with an understanding of psychological theories and their behavioral implications in the classroom. Methods for adapting instruction to diverse learners' needs are explored. An exploration of many perspectives of classroom management enables students to reflectively construct a well organized, productive learning environment for all students.

3. PREREQUISITES: CIED 203

4. COURSE OBJECTIVES

This course will provide opportunities for teacher candidates to:

1. Analyze, interpret and apply adolescent and educational psychology theories to real life contexts and situations in the classroom.
2. Explore the ways in which cognitive, behavioral, physical and social developments manifest themselves in classroom behavior.
3. Have an understanding of how the basic principles of educational psychology will enable prospective teachers to construct appropriate models of classroom management for all learning scenarios.
4. Have an understanding of exceptional children and their learning needs, thus preparing students for the realities of mainstreaming and inclusion.
5. Begin with an exploration of theoretical and current issues in educational psychology as a reflection of classroom behavior.
6. Explore the legal implications of classroom management as well as the professional rights of teachers (Benchmarks in child and adolescent development will be emphasized

with reference to their classroom management implications for regular education, mainstreamed and inclusion settings)

7. Study and discuss the wide range of behaviors and learning considerations of exceptional children (gifted and talented, special education, etc.).
8. Evaluate their preexisting philosophies of classroom management. (Such an evaluation will enable them to construct a classroom management philosophy that incorporates the needs of the teacher, the developmental needs of adolescents, and the culture of the school and community.

5. STUDENT LEARNING OUTCOMES

Candidates will be able to:

1. Identify and discuss, through analysis and interpretation, current and traditional theories and theorists in the field of adolescent and educational psychology.
2. Reflectively evaluate personal classroom management philosophy and be able to consider adaptations based on adolescent and educational psychological theories and their relationship to prospective teachers' own fields of specialization.
3. Conduct correlative research in adolescent psychology and its impact on the educational environment.
4. Make reasonable recommendations concerning the application of adolescent psychology theories to real-life contexts and situations within the subject field of specialization and across disciplines.
5. Select and assess varied classroom management strategies and structures in terms of learning styles and socio-cultural factors of N-12 students.
6. Create a plan of realistic reinforcers for the school year.
7. Set and implement organizational goals for class and self.
8. Explore the legal implications of various teacher interventions as they pertain to New Jersey and federal laws
9. Provide realistic, situation specific (and, perhaps non-traditional) alternatives to current classroom management practices.

Student Learning Outcome	NJPTS	COE competencies
1. Identify and critically analyze traditional philosophies as they correlate with current issues and trends in classroom management.	Standard 8	Knowledge 1., a.b. Understanding 7, 8, 9, 10
2. Reflectively evaluate personal classroom management philosophy and be able to consider adaptations based on adolescent and educational psychological theories and their relationship to prospective teachers' own fields of specialization.	Standard 6 and Standard 8	Application 12, a.,b.,c 14, a.,b.,c.,d.,e

3. Conduct correlative research in adolescent psychology and its impact on the educational environment.	Standard two	
4. Make reasonable recommendations concerning the application of adolescent psychology theories to real-life contexts and situations within the subject field of specialization and across disciplines.	Standard 2, Standard 3	
5. Select and assess varied classroom management strategies and structures in terms of learning styles and socio-cultural factors of N-12 students.	Standard 3, Standard 7	Understanding 7.8.9.10
6. Create a plan of realistic reinforcers for the school year.	Standard 4	
7. Set and implement organizational goals for class and self.	Standard 6	Application 13 a.,b.,c.,d
8. Explore the legal implications of various teacher interventions as they pertain to New Jersey and federal laws	Standard 11	
9. Provide realistic, situation specific (and, perhaps non-traditional) alternatives to current classroom management practices.	Standard 6 and Standard 11	

<http://www.wpunj.edu/coe/resources/standards.dot>

Visit the above site to access NJ Professional Teaching Standards, NCATE SPA Standards, NJ Core Curriculum Content Standards, and WPU College of Education Competencies.

6. COURSE CONTENT

1. Perspectives on adolescent and educational psychological theory
2. Stage and related theories of cognitive and social development
 - a. Piaget