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Section ET6 (19467): Tuesdays 6:30 – 9:00 p.m. in 5305 James
Course Website: https://libguides.brooklyn.cuny.edu/spcl7900

Course Description
Contemporary theories of child development. Biological, behavioral, social and cultural approaches to the study of human development in multicultural contexts. Dimensions of human identity including race, ethnicity, culture, sex and gender.

Course Objectives
This course builds on the students’ knowledge of human development acquired during their undergraduate education. In this graduate course, we will examine theories of development in greater depth by revisiting their major tenets, examining research supporting and/or disproving them, and by examining their clinical applications. We will focus on understanding the nature of interactions between children and their environments that give rise to unfolding cognitive, emotional, and behavioral propensities. Case studies rich complexity, including cultural/ethnic/social class/gender/sexual diversity will provide substance for conversation and assignments. Knowledge acquired in this course will aid in meaningful understanding of learning and developmental processes in all areas of schooling, including academic learning, peer relationships, socioemotional relations, responses to counseling, psychoeducational evaluations, and home-school relationships. The content of this course directly relates to the school psychologist’s work in schools including developing and implementing interventions for children and adolescents, and consulting and collaborating with school personnel and families.
Mission of the Graduate Program in School Psychology
The Brooklyn College School Psychologist Graduate Program strives to meet our urban community’s need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences, and addressing the mental health needs, of all children in our richly diverse schools.

Program Goals
The Graduate Program in School Psychology’s training goals are consistent with ethical guidelines of the National Association of School Psychologists and the American Psychological Association. A program of training and extensive field experiences develops the following competencies:

1. Proficiency in psychoeducational assessment related to school difficulties and learning disorders with the ability to translate these results into appropriate models of service delivery.
2. Proficiency in psychological assessment related to behavior, personality, and mental disorders with the ability to translate these results into appropriate models of service delivery.
3. Proficiency in implementation of prevention strategies, and direct and indirect intervention approaches to serve all students’ needs, particularly those with disabilities and the ability to evaluate the results of service outcomes.
4. The ability to engage in collaborative practice and implement a range of contextually appropriate consultative services.
5. Familiarity with the organization of schools, including general and special education, and developmentally appropriate curriculum approaches for children with diverse educational needs.
6. An understanding of research methodologies and the ability to implement applied research in complex urban school environments.
7. A capacity for critical self-reflection to gain insight on self and others for the purpose of evaluating and improving service delivery and nurture a strong commitment to ethical guidelines of professional practice.
8. An understanding of the full range of diversity in the human condition, including racial, cultural, ethnic, linguistic, socioeconomic, gender, sexual orientation, individual differences/disabilities, and a willingness and capability to work with all populations.
9. A commitment to promote school policies and ethical practices that advance social justice and expand opportunities for all children.
10. A capacity to use technology to develop and enhance school psychology practice.

School of Education Mission Statement
The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students’ capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City’s racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and that focuses on the individual learner’s needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.
The School of Education Conceptual Framework offers an overview of the salient themes culled from our mission statement. The themes that follow are integrated into the course:

- **Collaboration**: Through the readings, class discussions, and assignments, school psychologist candidates will be placed on teams to enhance and support each other’s learning. They will be asked to share their knowledge with others in the team and the class as a whole during the weekly application activities and discussions of the assigned readings. They will also be 1) prepared to involve themselves in students’ lives by collaborating with families, teachers, administrators, other support staff, and the community; 2) prepared to establish respectful and consistent relationships with diverse families and seek to develop cooperative and reciprocal relationships with families in support of student learning and well-being; and 3) prepared to assist in the creation of classrooms that foster opportunities for student collaboration thereby enhancing student learning and social development.

- **Critical Self-Reflection and Reflective Practice**: School psychologist candidates are expected to critically reflect on readings, class discussions, and assignments. Over the course of the semester, the school psychologist candidates: 1) critically reflect on their own assumptions about their practices, the students and families with whom they will work, the communities in which they will work, and their own development as professionals; 2) prepare to help develop classroom communities where trust, mutual respect, mindfulness, and critical self-reflection are valued.

- **Social Justice**: Over the course of the semester, the school psychologist candidates develop a deeper understanding of the quest for social justice. They are prepared to 1) develop strategies that create classrooms and other educational settings that favor inclusiveness over alienation and promote high expectations for students from historically oppressed groups; and 2) be caring advocates and change agents for all students and their families in pursuit of academic excellence and social equality.

- **Diversity**: The course will examine the divide between theories that emphasize an evolutionary based view of human universals and those that emphasize a culturally based view of human diversity. Issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality, and special needs will be discussed as they apply to developmental theory. Theories will be critiqued in light of their integration or omission of cultural diversity in their theoretical framework. Emphasis will be placed on the generalizability and limitations of each theory across cultures. Over the course of the semester, the school psychologist candidates demonstrate a capacity to understand students’ families, cultures, and communities, and use this information as a basis for connecting instruction and professional practices to students’ experiences.

**NASP Standards Addressed by Course**

- **Data-Based Decision-Making and Accountability (Standard 2.1)**: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

- **Interventions and Instructional Support to Develop Academic Skills (Standard: 2.3)**: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.
• **Interventions and Mental Health Services to Develop Social and Life Skills (Standard: 2.4):** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

• **Student Diversity in Development and Learning (Standard: 2.5):** School psychologist candidates will examine the role of human diversity plays in development. Students analyze existing theories through the lens of the theories’ attention (or lack thereof) to human diversity. Students will develop a perspective that considers human diversity when evaluating theory and research.

• **Prevention, Crisis Intervention, and Mental Health (Standard: 2.6):** A meaningful understanding of human development theory will provide students with a foundation to identify and recognize behaviors that are precursor to or are indicative of a maladjustment or a psychological disorder – a requisite for developing effective mental health programs.

• **Research and Program Evaluation (Standard 2.9):** School psychologists have knowledge of research, statistics, and evaluation methods. Students will learn how to conduct a research literature review and how to write according to APA Style.

## Learning Objectives

The learning objectives for students are as follows:

1. School psychologist candidates will examine in depth major theories of human development theories. We will pay special attention to issues of human/social identity diversity as it is represented in or absent from the examined theories. The goal is for students to become critical evaluators of clinical theories, who are able to accurately perceive their strengths and limitations.
   
   **Assessed:** Application activities and discussions; Observation Exercises; Social Identity Narratives and Reflections; Piagetian Tasks; Quizzes.
   
   **NASP Domains:** 2.3, 2.4, 2.5
   
   **Conceptual Framework:** Critical Self-Reflection; Diversity; Social Justice
   
   **Program Goals:** 2, 6, 8

2. School psychologist candidates will critically evaluate each theory and understand its approach to assessment of cognitive development and healthy behaviors and treatment of problematic behaviors. We will give special attention to issues of human/social identity diversity within theories of human development.
   
   **Assessed:** Application activities and discussions; Observation Exercises; Social Identity Narratives and Reflections; Piagetian Tasks; Quizzes.
   
   **NASP Domains:** 2.1, 2.3, 2.4, 2.5, 2.6, 2.9
   
   **Conceptual Framework:** Critical Self-Reflection; Diversity; Social Justice
   
   **Program Goals:** 2, 3, 6, 7, 8

3. School psychologist candidates will be versed in assessment of childhood developmental milestones and in educational and emotional interventions designed to support and strengthen development.
   
   **Assessed:** Application activities and discussions; Observation Exercises; Social Identity Interview Narratives and Reflections; Piagetian Tasks; Quizzes.
   
   **NASP Domains:** 2.1, 2.3, 2.4, 2.5, 2.6, 2.9
   
   **Conceptual Framework:** Critical Self-Reflection; Diversity; Social Justice
   
   **Program Goals:** 2, 3, 6, 8
4. School psychologist candidates will analyze the relationship between development and environmental factors (such as trauma, poverty, neglect, abuse, as well as social systems of privilege and oppression). Sensitized to these interrelationships, students will become reflective practitioners who understand how environmental and individual variables influence learning and socioemotional functioning of students.

   Assessed: Application activities and discussions; Observation Exercises; Social Identity Narratives and Reflections; Quizzes.
   NASP Domains: 2.3, 2.4, 2.5, 2.6, 2.9
   Conceptual Framework: Critical Self-Reflection; Diversity
   Program Goals: 2, 3, 6, 7, 8

5. School psychologist candidates will meaningfully understand the interrelatedness between childhood and adolescent development and academic/socioemotional functioning of youth in school.

   Assessed: Application activities and discussions; Observation Exercises; Social Identity Narratives and Reflections; Quizzes.
   NASP Domains: 2.3, 2.4, 2.6, 2.9
   Conceptual Framework: Critical Self-Reflection
   Program Goals: 2, 3, 4, 6, 7, 8, 9

6. School psychologist candidates will meaningfully understand human/social identity diversity. Every part of the course will be grounded in understanding the particulars of the lives of youth. We will learn about working with marginalized populations. Students will gain meaningful knowledge about intersections of diversity, societal structures, and health/educational outcomes.

   Assessed: Application activities and discussions; Observation Exercises; Social Identity Narratives and Reflections; Quizzes.
   NASP Domains: 2.3, 2.4, 2.5, 2.6, 2.9
   Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   Program Goals: 7, 8, 9

7. School psychologist candidates will learn how to conduct a research literature review and how to write according to APA style.

   NASP Domains: 2.9
   Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   Program Goals: 6

8. School psychologist candidates will demonstrate improved ability to work productively in a team.

   Assessed: Application activities; Peer Evaluation Forms
   Conceptual Framework: Critical Self-Reflection; Collaboration
   Program Goals: 4, 7

**Teaching Method**

TBL courses have a recurring pattern of instruction that is typical of many flipped classrooms. Students prepare before class and then students spend the bulk of class time solving problems together. In this course, most sessions will begin with the Readiness Assurance Process that prepares the students for the activities that follow, and then we will move to Application Activities that often grow in complexity and length. The readiness Assurance process consists of a short individual quiz that is then taken again with the team. The quizzes conclude with team appeals, as needed. This process is described below.
**Pre-Class Preparation**
Students are assigned preparatory materials to review before start of each module. The preparatory materials can be textbook chapters, articles, videos, or PowerPoint slides. The preparatory materials should highlight foundational vocabulary and the most important concepts the student need to begin problem solving, but not everything they need to know by module end.

**Individual Readiness Assurance Test (iRAT)**
To begin the classroom portion of the RAP process students complete a 10 multiple-choice question quiz. They first complete the test individually (iRAT), and then repeat the same exact test with their team (tRAT). The iRAT holds students accountable for acquiring important foundational knowledge from the preparatory materials that will prepare them to begin problem-solving.

**Team Readiness Assurance Test (tRAT)**
The Team Readiness Assurance Process Test (tRAT) is the exact same test as the iRAT. A special type of scoring card known as an IF-AT is used (scratch and win style testing). With IF-AT’s, the teams must negotiate which answer to choose, they then scratch off an opaque coating over their answer choice, hoping to find a star that indicates a correct answer. If the team does not discover a star, they continue to discuss the question and sequentially select other choices. The tRATs are high energy learning events.

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**iRAT Response Form**

**Instructions:** Each question is worth 4 points. You should assign a total of 4 points on each line. If you are uncertain about the correct answer, you may assign points to more than one box.

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Each question on the iRAT is worth 4 points. Students can “split” their points if they are unsure of the correct answer.

- If you know the answer, then you put all 4 points on your response choice.
- You can put this if you are evenly split between two choices.
- You can put this if you have no idea what the answer is.
- This is another possibility.
tRAT Scratch-Off Form

The team takes the quiz together after the iRAT and decide on the correct answer. You keep scratching until you get the correct answer; find the star, and you are correct!

1 scratch = 4 points
2 scratches = 2 points
3 scratches = 1 point
4 scratches = 0 points

Appeals
During the closing of the team test, the instructor circulates around the room and encourages teams to consider creating a written appeal for questions they got incorrect. This forces students back into the reading material exactly where they are still having difficulty. The team then researches the “right” answer and may choose to complete the appeals form with their rationale and defense for their alternate answer. The appeal must consist of (a) a clear statement of argument, and (b) evidence cited from the preparation materials. The instructor collects these forms and considers them after class.

Impact of appeals on test scores:
When an appeal is accepted on a question that a team has missed (no individual appeals will be accepted):
1. It counts. In other words, the points missed will be added to:
   a. their team score.
   b. the score of any individual in the team who answered the same as the team.
   c. only those teams that appeal.
2. Team member(s) who had the original correct answer will continue to receive credit on the question.

Mini-lecture
To conclude the Readiness Assurance Process, the instructor focuses a short mini-lecture only on the concepts that are still problematic for the students.
In Class Activities
Students and their teams use the foundational knowledge, acquired in the first two phases, to make decisions that will be reported publicly and subject to cross-team discussion/critique. The class will use a variety of methods to have students report their team’s decision at the end of each activity. Sometimes students will hold up colored cards indicating a specific choice, sometimes they will write their answer on small whiteboards, and other times they will complete short worksheets, which will be randomly reported to the rest of the class.

Course Requirements
Class Attendance and Participation
Students are required to keep up to date on class readings and assignments, and to be active team members. Students need to come to class prepared to share their thoughts, feelings, and questions about the assigned readings. It is very important for students’ professional future to learn to voice, explain, and defend their knowledge and opinions. Students do not need to be the leader of every discussion in order to participate. They can follow up on other students’ comments or ask to clarify things that they are having difficulty understanding. At the same time, students who like to contribute in class need to be mindful to not dominate the discussion. Best discussions happen when everyone has enough time, space, and recognition to speak and to be heard. It is imperative that we conduct discussions in the atmosphere of mutual respect. We don’t have to agree about everything, but we need to be willing to listen to and respect each other.

Class attendance is mandatory, and it is expected that students will attend the entire class session. If students miss a class, they miss whatever their team did. The team process is critical to learning. Most teams, in real life and here, will forgive a single absence for which students have a very good reason, and be less forgiving of multiple or casual absences. More than one absence and/or tardiness will affect the course grade (two points per absence and one point for lateness). Attendance is taken at the beginning of class and it is expected that all students will be present at the start of class. Brooklyn College abides to the state law regarding non-attendance because of religious beliefs, as expressed in page 53 of the student bulletin (available at: http://www.brooklyn.cuny.edu/bc/pubs/bulletin/2010/ug_bulletin2010.pdf). As cited in the bulletin (p. 53), New York State Education Law, Title I, Article 5, Section 224-a, declares that: “Any student in an institution of higher education who is unable, because of his [or her] religious beliefs, to attend classes on a particular day
or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.” In addition, “It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his [or her] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he [or she] may have missed because of such absence on any particular day or days... No adverse or prejudicial effects shall result to any student because of his [or her] availing himself [or herself] of the provisions of this section.” If you are unable to attend class in any occasion for religious reasons, please notify me in advance to make the necessary arrangements.

Readings
The readings are available online (Open Educational Resources – OER) at no cost to students. Prof. Elizalde-Utnick is participating in an OER project at Brooklyn College, as part of the CUNY and SUNY Open Educational Resources Initiatives. Special thanks to the CUNY Office of Academic Affairs, the CUNY Office of Library Services, Brooklyn College Administration and Professor Miriam Deutch, Coordinator, Brooklyn College Open Educational Resources Initiative. The readings are available on the course website, which was designed and formatted by Colin McDonald, OER Developer: https://libguides.brooklyn.cuny.edu/spcl7900

Students are expected to have completed all the readings for each class and be prepared to engage in team activities and class discussion regarding the assigned material. The assigned readings consist of the following:

**Textbook:** Lally, M., & Valentine-French, S. (2017). *Lifespan Development: A Psychological Perspective*. This textbook can be found in the Brooklyn College library:
https://open.umn.edu/opentextbooks/textbooks/lifespan-development-a-psychological-perspective
or
http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf

**Additional Readings:**
   https://nobaproject.com/modules/factors-influencing-learning
   https://nobaproject.com/modules/conditioning-and-learning

**RATs (Quizzes)**

Instead of cumulative exams, there are weekly individual and team quizzes (i.e., RATs, aka Readiness Assurance Tests) designed to assess your completion and basic understanding of the assigned readings. Each RAT has five multiple-choice questions on the major concepts of the assigned readings. The lowest two iRAT scores will be dropped; there are no make-ups for missed iRATs.

**APA and Plagiarism Assignment**

As a graduate psychology student, you are required to be familiar with American Psychological Association (APA) writing style. You must also be familiar with the Brooklyn College Policy on Academic Integrity. Below is a list of resources gathered to help you become familiar with both APA writing style and definitions/ways of
avoiding academic dishonesty. You will submit the APA and Plagiarism Assignment Completion Attestation with your responses regarding the Bramsfeld (2014) tutorial.

**APA:**


b. This Purdue University page is one of the most comprehensive websites for the APA style: [http://owlenglish.purdue.edu/owl/resource/664/01/](http://owlenglish.purdue.edu/owl/resource/664/01/). Purdue OWL also offers an APA Style Workshop (with a power point presentation) here: [https://owlenglish.purdue.edu/owl/resource/664/01/](https://owlenglish.purdue.edu/owl/resource/664/01/)

c. The Vanguard University website includes essentials of the APA style writing: [http://www.vanguard.edu/psychology/faculty/douglas-degelman/apastyle/](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apastyle/)

d. This University of Waikato website is also useful, especially for journal articles accessed electronically: [http://www.waikato.ac.nz/library/study/referencing/styles/apa](http://www.waikato.ac.nz/library/study/referencing/styles/apa)

e. APA Style Blog – all of your questions will be answered here: [http://blog.apastyle.org/](http://blog.apastyle.org/)


**PLAGIARISM AND ACADEMIC INTEGRITY:**

a. CUNY Academic Integrity Policy: [http://www.brooklyn.cuny.edu/web/about/initiatives.php](http://www.brooklyn.cuny.edu/web/about/initiatives.php)


c. Indiana University handout about plagiarism: [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

Several universities have online quizzes, where you can test your knowledge of plagiarism and academic integrity. Some examples include McGill University [https://www.mcgill.ca/students/srr/honest/students/test](https://www.mcgill.ca/students/srr/honest/students/test), York University [http://www.yorku.ca/tutorial/yquiz/acad09_nologin/quiz/acad09_nologin.quiz](http://www.yorku.ca/tutorial/yquiz/acad09_nologin/quiz/acad09_nologin.quiz), and University of Missouri [http://osrr.missouri.edu/quiz/](http://osrr.missouri.edu/quiz/)

**ANSWER THE FOLLOWING QUESTIONS BASED ON THE BRAMSFELD (2014) TUTORIAL:**

1. Name and discuss the three main forms of plagiarism
2. Find a sentence in your textbook and cite it as part of the sentence and at the end of the sentence (parentheses).
3. How do you cite a source that has:
   a. One author?
   b. Two authors?
   c. Between three to five authors?
   d. Six or more authors?
4. Discuss some issues connected to citing secondary sources. How can someone unintentionally plagiarize when citing a secondary source?
5. Quoting directly is only indicated under certain circumstances. What are those circumstances? How can someone unintentionally plagiarize when using direct quotes?
6. Complete the paraphrasing exercise in slides 29-33 - write in your paraphrased sentence.
7. Pay special attention to slides on paraphrasing (34-43). Explain what you have learned.
8. What are the questions you need to ask yourself as you are paraphrasing?
9. What are the ways in which you can commit plagiarism while using and incorporating several sources? How can you prevent it?
Preschooler Observation


A. Conduct Davies’ observation exercises as delineated here:
   Spend 1 hour or more observing in a preschool or childcare center. Focus on the following:
   1. **Dramatic play.** Choose a group of children who are playing together. What are the themes and plots of the play? What roles do children choose or assign one another? Is the play gender-segregated or not? How do the children deal with disruptions of the play scenario caused by conflicts over whose fantasy will prevail? What reflections of the mass media do you see in the play?
   2. **Peer relationships.** Choose two or three children who are playing together, either in dramatic play, building play, or other activities. Can you discern elements of friendship in the way they relate to one another? How do they resolve conflicts that arise? To what extent are other children allowed to enter or excluded from the play activity?
   3. **Relationships with adults.** How much do the children interact with their teachers versus other children? Do you see attachment-seeking behavior? How do children cope with separation when their parents drop them off at the center? Do you see different styles of relating to teachers – such as friendly interaction, clinging, or withdrawal?
   4. **Self-control.** Observe for potentially stressful situations – separation from parents, conflict with another child, having to wait to get the teacher’s attention, and the like. What strategies for self-regulation do you observe? Do you see instances of aggression? What seems to have precipitated aggressive behavior? Do you see instances of prosocial behavior?

B. You must observe the children engaged in the above behaviors. If you cannot observe these behaviors in one visit, you will have to go back to the Center.

C. Write a report based on your observations. The outline of your report should follow the directions for observation exercises.
   a. Short paragraph introducing the milieu in which observation took place.
   b. Four sections: Dramatic Play; Peer Relationships; Relationships with Adults; and Self-Control (will also be the headers for the sections of your paper). Each section will include report of your observations on a given area of preschoolers’ development and a short review of how the literature supports or does not support the phenomena you are observing.
   c. Each section should be about 1-1.5 pages long. Each section will be supported by professional literature, including primary and secondary sources.
   d. Your paper should be no shorter than 4 and no longer than 6 pages (excluding auxiliary pages - title page, abstract, reference page, etc.)
   e. A sample paper will be available in class.

D. Your report must be written in APA Style. Please attach grading rubric as the last page of your report.

E. Save your file with your name in it. For example: SmithPreschoolObs.docx

F. The Center is located in room 1604 James. The hours are: Mon-Thurs - 8am-7pm and Mon-Fri - 8am-3pm. They discourage observations between the hours of 11:15am and 2:12pm, as this is the lunch/nap time for the children. You will be able to observe the preschoolers through a one-way mirror. You do not need to schedule an appointment, but if you want to call ahead, you can do so at 718-951-5431.
Piagetian Tasks Project

Students will explore Piagetian principles through the assessment and observation of three children.

Procedure: Select a 4-year-old child, an 8- to 9-year-old child, and an adolescent (age 12+). Perform the following tasks on an individual basis. This is an individual assessment; they should not hear what another child answers.

TASK 1: ANSWERING QUESTIONS

Interpretation of Responses: Egocentrism, the inability of the preoperational child to take another’s point of view, is often illustrated by a 4-year-old’s answers to these questions. The concrete and formal operational child would be able to give factual responses (at least concrete responses).

Ask the following questions of each child: “Why does the sun shine?” “Why is there snow?” “Why is grass green?” Write down the child’s responses to each question.

Then ask the following questions only with the 4-year-old, in order to further assess the young child’s inability to take another’s perspective: Have the child close his/her eyes. Then ask: “Can I still see you now?”

The inability to reverse information may be evident: Ask, “How many brothers and sisters do you have?” If child has a sibling, ask, “Does ______ (fill in sibling’s name) have a brother/sister?”

TASK 2: INTERPRETATION OF STORIES:

Read the following Aesop’s fable: The Milk-Woman and Her Pail: The farmer’s daughter was carrying her pail of milk on top of her head from the field to the farmhouse, when she started day-dreaming. She said to herself, “The money for which this milk will be sold will buy at least 300 eggs. The eggs will produce about 250 chickens. The chickens will be sold for even more money, so that by the end of the year I shall have enough money to buy a new gown. In this dress I will go to many parties, where all the young men will want to marry me. But I will toss my head and refuse every one of them.” At that moment, as she tossed her head back, down fell the milk pail to the ground.

Ask, “What do you think this story means?”

Interpretation of Responses to the Story:

Preoperational response: Response is often on an emotional, personal level, and based on the child’s affective reaction to the story. They are apt to mention something that happened in their own life. They may not be interested in explaining or justifying the answer.

Concrete operational response: Response is based on the literal content of the story.

Formal operational response: Response goes beyond the literal content of the story and indicates some understanding of the moral.

TASK 3: CLASSIFICATION

1. Give the children the following group of objects: picture from a magazine; pencil; magic marker; piece of chalk; notebook paper; drawing paper; thumb tack; straight pin; masking or scotch tape; paper bag.
2. Ask the children to make a group of things that go together.
3. Ask the reason for such a grouping.

Interpretation of Classification Responses:

Early preoperational: Grouping is based on a functional relationship. Example: Pencil and paper because you write on the paper with a pencil; thumb tack and picture because you use the tack to put the picture on the wall.

Late preoperational: Grouping is based on perceptual feature. Example: Pencil, pin, and tack because they all have a sharp point; paper and picture because they have the same shape (have four corners); paper and chalk because they are both white.
Concrete operational: Grouping is based on a common element so that each object is an example of the classification basis. Example: Things made of paper, things you write with, things you can use to put things on a bulletin board.

There is no “formal operational” level response with classification, since classification is a concrete operational task.

**TASK 4: CONSERVATION**

A-Line up two sets of pennies (10) side by side, one set by the child, and one set by you.
- Ask the children if both of you have the same amount.
- Then spread out one set and ask which one has more.
- Return them to their original position, and bunch up one set.
- Then ask who has more.
B-Get 2 equal balls of playdoh.
- Ask the children if you both have the same amount.
- Make adjustments until they answer yes.
- Make a snake or a pancake out of one ball and ask which has the most clay now.

**Interpretation of Conservation Task Responses:**

Preoperational: Response will indicate that one person has more than the other when changes are made.
Concrete operational: Responds that you both have the same amount and explains the answer by using identity, reversibility, or compensation as a rationale.

There is no “formal operational” level response with conservation, since conservation is a concrete operational task.

**Piagetian Tasks – Written Assignment:** Write up your results with the guidelines provided above. Write up the children’s actual responses to the questions as well as your behavioral observations. Organize your paper according to the sections outlined above. For example, when discussing the results of the first task, compare the responses across the three age groups. After you have gone through each of the tasks separately, briefly look at each child’s performance across all the tasks, looking for consistency or discrepancies according to Piagetian theory. For example, did the children respond predictably according to their age group as per theory? You need to critically reflect on the assessment experience. Did the results confirm Piaget’s theory? If yes, how? If not, why not? How does this assignment relate to the assessments you are conducting in your assessment class? Do the results reflect any cultural variables? Has Piagetian theory withstood the challenge of time and further development in cognitive development and the acquisition of knowledge? See rubric for further guidance. All students must submit a typed, double-spaced paper. This paper does not have to follow APA style. E-mailed submissions will not be accepted. **Make sure you attach a copy of the Piagetian Tasks Rubric.**

**Social Identity Interview Narratives and Reflection: Racial Identity**

For this assignment, you will answer these questions yourself and then you will interview a person who is different than you in terms of racial identity. Because most racial identity development theories are conceptually built around privileged racial identity (white) and marginalized racial identity (people of color), for this assignment you will have to have an interview with a white person and a person of color. For example, if you are white, your interviewee will have to be a person of color; if you are a person of color, your interviewee must be white. Clearly, the term “people of color” subsumes many distinct racial identifications and that someone who identifies as Asian may want to interview someone who identifies as Latino. However, for this exercise and developmental theories, these interviews have to be divided between a person of color and a white person.

Please answer the following questions:

1. How do you identify when it comes to race?
2. What did your family teach you about race (explicitly and/or implicitly)? Give examples.
3. What did you learn about race from your school/community? Give examples.
4. Is your race/racial identity a source of privilege or marginalization for you? Or does it depend on your context on any given moment? How so?
5. How important is this identity in your life? Is there an area of your life when this identity becomes more/less salient/important? Why?
6. For yourself: Pick a racial identity development theory that fits your racial identification (I provided various racial identity development theories on Blackboard. If you do not find a theory that suits you, please speak with me). Using that theory, think about which stage you were in during your teenage years? Why? Give examples. Which stage are you in right now? Do you remember any significant shifts in developmental stages of this identity? If there is no theory available, please describe your identity-related experiences in adolescence and now; describe major shifts.

For your interviewee: Pick a racial identity development that you think would be suitable for your interviewee (for example, if your interviewee is white, you may want to pick up Helms’ theoretical model and study its stages). During your conversation with this person, ascertain enough information to analyze their racial identity development in adolescence and now. Answer the following question: Using a specific racial identity theory, which stage was your interviewee in during your teenage years? Why? Give examples. Which stage is your interviewee in right now? Provide examples of your interviewee’s narrative, which made you assign them to these particular racial identity development stages.

Write up these two interviews in a Q & A format (YOUR PAPER SHOULD INCLUDE ALL THE QUESTIONS AND ANSWERS). Save the file with your name in it.

Social Identity Interview Narratives and Reflection: Ethnic Identity

For this assignment, you will answer these questions yourself and then you will interview a person who is different than you in terms of ethnic identity. Specifically, one of the interviews should be with someone who is strongly ethnically self-identified (often, this will be a person with a recent family immigration history -1st, 2nd, 3rd generation immigrants- or a person whose identity is historically defined by their ethnicity and/or nationality and/or culture – an indigenous person or someone who is very connected to their culture/nationality/ethnicity) and the other interview will be with someone who, in terms of ethnic identity considers themselves primarily an “American.”

Please answer the following questions:
1. How do you identify when it comes to ethnicity?
2. What did your family teach you about your ethnicity (explicitly and/or implicitly)? Give examples.
3. What did you learn about your ethnicity from your school/larger social environment? Give examples.
4. Is your ethnicity a source of privilege or marginalization for you? Or does it depend on your context on any given moment? How so?
5. How important is this identity to your sense of who you are?
6. For yourself: Pick an ethnic identity development theory that fits your racial identification (e.g., Phinney). Using that theory, think about which stage/status you were in during your teenage years? Why? Give examples. Which stage are you in right now? Do you remember any significant shifts in developmental stages of this identity? If there is no theory available, please describe your identity-related experiences in adolescence and now; describe major shifts.

For your interviewee: Pick an ethnic identity development that you think would be suitable for your interviewee. During your conversation with this person, ascertain enough information to analyze their racial identity development in adolescence and now. Answer the following question: Using a specific racial identity theory, which stage was your interviewee in during your teenage years? Why? Give examples. Which stage is your interviewee in right now? Provide examples.
Write up these two interviews in a Q & A format ((YOUR PAPER SHOULD INCLUDE ALL THE QUESTIONS AND ANSWERS). Save the file with your name in it.

Social Identity Interview Narratives and Reflection: Gender Identity
For this assignment, you will answer these questions yourself and then you will interview a person who is of another gender.

Please answer the following questions:
1. Growing up, did you think of yourself as a boy, a girl, neither or in some other way? How did you come to that recognition? When?
2. What messages did you receive from those around you about gender? Did those messages make sense to you? What did your family teach you about your gender (explicitly and/or implicitly)? Give examples.
3. What’s your first memory of gender defining or impacting your life?
4. How were students who did not fit into expectations about gender treated in school by other students? By the adults around them? By you?
5. Have you ever been confused by someone’s gender? How did that feel for you? Why do you think you felt the way you did?
6. Has anyone ever been confused by your gender, possibly referring to you in a manner not consistent with your own sense of gender? How did that feel for you? Why do you think you felt the way you did? If no one has ever confused your gender, imagine that someone did. How would that feel for you and why?
7. Is there anyone in your immediate circle (family, close friends, colleagues) whose gender identity or expression is different than the norm? How would you characterize your comfort level about their gender?
8. If you were to describe your gender without talking about how you look or what you do, what would you share?
9. Is your gender a source of privilege or marginalization for you? Or does it depend on your context on any given moment? How so?
10. How important is this identity to your sense of who you are?
11. Describe any events in your life where your thinking about gender roles/performance has shifted significantly. What was the context for that story and how did this shift impact your life?
12. Write up these two interviews in a Q & A format (YOUR PAPER SHOULD INCLUDE ALL THE QUESTIONS AND ANSWERS). Save the file with your name in it.

Midterm & Final Participation Assessment
Twice (at the midpoint and at the end) during the semester students are evaluated on their level of class participation using the Class Participation Rubric. The process is two-fold: the students conduct a self-assessment, and the instructor evaluates participation via observation. Students are required to critically reflect on their participation in small- and large-group discussions by completing a midterm and final self-assessment. Students will submit the completed rubric for evaluation by the instructor. The purpose of the self-assessment is to foster and honest critical self-reflection and to enhance the quality of participation. If the student’s and instructor’s assessments do not coincide, then they will meet to discuss it further. Ultimately, it is the instructor’s evaluation that is used for grade purposes; but the self-assessment is an integral component that potentially maximizes the level of participation and performance outcomes.
**Midterm Peer Evaluation (non-graded)**
Each individual will evaluate the contributions of all the other team members by completing the quantitative and qualitative portions of the midterm peer evaluation form located at the end of the syllabus. This form will be collected on the day of the midterm exam. The results will be disseminated anonymously to all team members by Prof. Elizalde-Utnick. The purpose of this evaluation is to give feedback to each team member to maximize team accountability.

**Final Peer Evaluation (graded)**
At the end of the term, it is necessary for all members of this class to assess the contributions that each member of the team made to the work of the team. You will divide 100 points amongst your teammates based on the contributions they made to the team throughout the semester. This contribution should presumably reflect your judgment of such things as: 1) Preparation (Were they prepared when they came to class?); 2) Contribution (Did they contribute productively to group discussion and work?); 3) Respect of others' ideas (Did they encourage others to contribute their ideas?); and 4) Flexibility (Were they flexible when disagreements occurred?). It is important that you raise the evaluation of people who truly worked hard for the good of the group and lower the evaluation of those you perceived not to be working as hard on group tasks. See Final Peer Evaluation Form.

**Peer Feedback on Team Behavior and Accountability**

- **Midterm Peer Evaluation**
  - Individualized feedback on team member’s behavior, including strengths and weaknesses
  - Aimed at improving team skills and accountability

- **Final Peer Evaluation**

- **Ongoing peer feedback during team activities**

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**Peer Feedback on Team Behavior and Accountability**
Course Evaluation

**Individual Performance: 80%**
- Class participation 15%
- APA & Plagiarism Assignment: 0%*
- Individual Quizzes: 15% (lowest two iRATs dropped)
- Preschooler Observation: 20%
- Piagetian Tasks: 15%
- Social Identity Interviews: 15% *(Racial Identity, Ethnic Identity, & Gender Identity Interviews)*
- Professional Standards of Conduct: 0%**

**Team Performance: 20%**
- Team Quizzes: 15%
- Peer Evaluation: 5%

*Students will not be allowed to submit any written assignment if this assignment is not completed and handed in. Ten points will be subtracted from the final grade for this course if this assignment is not completed.

**Students are expected to meet all appropriate/applicable criteria. Failure to meet the criteria will result in an administrative meeting with the instructor and/or School Psychology Program Coordinator to determine how the inability to meet professional standards of conduct impacts the student’s standing in the course and/or program.

All assignments are due on the dates indicated on the course calendar. *Grades on assignments will be lowered the designated number of points per week/day late, as measured by the beginning of the class period in which the assignment was due.*

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**Grading Contract**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+</td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>72-75</td>
</tr>
</tbody>
</table>
Policy on Late Submissions/Incompletes

Timely submission of work is an important professional attribute. Work submitted late will be marked down accordingly at the discretion of the instructor. The only exception is when the student contacts the instructor before the assignment is due, and the instructor agrees to provide an exception to the due date based on the student’s extenuating circumstances. Assignments not submitted on the due date with no advance notice to the instructor will be penalized as specified in the assignment instructions (see individual rubrics). Faculty Council has determined the following policy for Incomplete Grades: A grade of Incomplete (INC) may be given at the discretion of the instructor when 1) a student has satisfactorily completed most, but not all, course requirements, and 2) a student provides to the instructor evidence documenting the extenuating circumstances that prevent the completion of course requirements by the end of the semester. Candidates receive grades of incomplete (INC) only when a situation beyond their control prevents them from completing course work. It is important to note that grades of INC will only be given if the instructor determines the grade is appropriate given the unusual extenuating circumstances and such circumstances are documented by the student. An incomplete grade in a course that is a prerequisite for another course must be cleared before the candidate can enter the next course. Final assignments not submitted on the due date at the end of the semester are given a grade of zero.

Students with Special Needs

The Graduate Program in School Counseling is committed to creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs. In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation (e.g., extended exam time) with him/her as soon as possible and at an appropriate time.

Quality of Writing

The form as well as the content of your written work will be a part of your evaluation and grade. Correct grammar, punctuation, spelling and organization and clarity of thought will be assessed. Please contact the Brooklyn College Learning Center, 951-5821, located in 1300 Boylan Hall, for assistance with writing. The instructor is also available to consult with you about your writing and provide constructive feedback on a draft if you make an appointment at least two weeks before an assignment is due. There will be no re-writes for any papers.

Professional Standards of Conduct for School Psychologists

Faculty members are bound by the ethical code to ensure that graduates entering the field meet high standards. The Program is committed to ensuring that qualified candidates meeting professional standards of conduct and training will enter the profession. The Professional Standards of Conduct for School Psychologists is an instrument for program faculty to raise a concern about students’ professional and personal development so that the issues can be resolved following college procedures. These procedures may include, but are not limited to, advisement, consultation, and counseling.

Structured Evaluation Methods: Each semester, teaching faculty completes the Professional Standards of Conduct forms to indicate whether students’ professional and personal development meet minimal standards
for professional school psychology. If a student receives a rating of “0” in any area, indicating that there is a serious concern to be addressed, the professor and/or program coordinator will meet with the student to develop a plan to address the problem, as well as a method and timeline to evaluate progress. In the unlikely case that there is no adequate progress in the area of concern, dismissal from the program may follow. Faculty also meet regularly and discuss student progress and concerns. Such faculty discussions are designed to problem-solve areas of concern and plan for support to students. Faculty advisors are alerted whenever there are problematic patterns of behavior resulting in faculty concern.

**Policy on Academic Integrity**

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Brooklyn College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person’s work, words, or ideas as your own. It includes submitting a paper previously written for another course. Students should consult the Brooklyn College Student Handbook for a fuller, more specific discussion of related academic integrity standards. All students must complete the Preventing Plagiarism Training Modules. This is a Program requirement that has been implemented to educate students on plagiarism and strategies for preventing academic dishonesty, which include: following APA style; citing others’ work; using quotations when copying other authors’ exact words; and most importantly, writing papers using your own words. Academic dishonesty is punishable by failure of the “…test, examination, term paper or other assignment on which cheating occurred” (Faculty Council, May 18, 1954). In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection (Adopted by Policy Council, May 8, 1991). Download the CUNY Policy on Academic Integrity document from Blackboard, located in the “Syllabus”. Academy dishonesty in this course will lead to an F as a final course grade, as well as any other penalty at the programmatic and college level.

**Classroom Decorum**

The following rules are intended to improve the quality of the classroom and enhance learning for all. These are expectations to be adhered to in every class:

- **No cell phone calls, call answering, texting in class.** If you are expecting an URGENT phone call (e.g., significant family crisis or illness), put your phone on vibrate and leave the class to answer the call. DO NOT answer in the classroom. Turn off all ringers prior to entering the classroom, or even better, turn off the phone. If I hear your cell phone or see you texting, your class participation grade will be lowered.

- **When using email to contact the professor, use a professional writing style.** Use an appropriate salutation, valediction, and signature line – since an email address like “BettyBoop1234@hotmail.com” does not tell me who you are. Your email is considered professional communication, as it will be in the schools.

- **Please come to class prepared** by completing assigned readings, arriving on time, and following class discussions attentively.

- **Please refrain from side discussions with classmates during whole class discussions.** It is very easy to generate enough noise to disrupt the class. Please respect your fellow students’ right to learn.

- **Computers should not be used in the classroom, unless computer-assisted note-taking is required as an accommodation for students with disabilities or for other important reasons** (which should be discussed with the professor).

**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term, they will be clearly spelled out, clarified, and distributed as addendums to the syllabus.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/27</td>
<td>Unit 1: Foundations</td>
<td>Readings: Text Ch. 1 (pp.8-22); Romano et al.</td>
</tr>
<tr>
<td>2 9/3</td>
<td>Unit 1, continued</td>
<td>Readings: Benjamin; Bouton; Malle</td>
</tr>
<tr>
<td>3 9/10</td>
<td>UNIT 2: The Early Years</td>
<td>Readings: Text Ch. 3. (pp.68-92) Grosjean DUE: APA and Plagiarism Assignment</td>
</tr>
<tr>
<td>4 9/17</td>
<td>UNIT 2: The Early Years</td>
<td>Readings: Text Ch. 3. (pp.93-103); Keller</td>
</tr>
<tr>
<td>5 9/24</td>
<td>UNIT 2: The Early Years</td>
<td>Readings: Text Ch. 4 (pp.110-133)</td>
</tr>
<tr>
<td>6 10/15</td>
<td>UNIT 2: The Early Years</td>
<td>Readings: Shin; Elizalde-Utnick DUE: Piagetian Tasks</td>
</tr>
<tr>
<td>7 10/22</td>
<td>UNIT 2: The Early Years</td>
<td>Readings: Text Ch. 4 (pp.133-146); Byrd DUE: Midterm Peer Evaluation Form and Class Participation Self-Assessment</td>
</tr>
</tbody>
</table>

NO CLASS ON 10/1 & 10/8 - HOLIDAYS
| 8 10/29 | UNIT 3: Middle & Late Childhood  
Session Activities: RAT#8, lecture, discussion, and applications. | Readings: Text Ch. 5 (pp.153-181) 
DUE: Preschooler Observation |
|---|---|---|
| 9 11/5 | UNIT 3: Middle & Late Childhood  
Session Activities: RAT#9, lecture, discussion, and applications. | Readings: Text Ch. 5 (pp.182-193); Rogers et al.; Rutland & Killen |
| 10 11/12 | UNIT 4: Adolescence  
Growth, risk factors, and resilience. Exploring cognitive development. 
Session Activities: RAT#10, lecture, discussion, and applications. | Readings: Text Ch. 6 (pp.202-217); Friedman; Worrell |
| 11 11/19 | UNIT 4: Adolescence  
Session Activities: RAT#11, lecture, discussion, and applications. | Readings: Text Ch. 6 (pp.218-225); Elizalde-Utnick & Guerrero |
| 12 11/26 | UNIT 4: Adolescence  
Adolescence in focus: Racial identity development. 
Session Activities: RAT#12, lecture, discussion, and applications. | Readings: Rivas-Drake et al.; Robinson  
DUE: Racial Identity Interview |
| 13 12/3 | UNIT 4: Adolescence  
Adolescence in focus: Ethnic identity development. 
Session Activities: RAT#13, lecture, discussion, and applications. | Readings: Phinney et al.; Quintana  
DUE: Ethnic Identity Interview |
| 14 12/10 | UNIT 4: Adolescence  
Adolescence in focus: Gender identity development. 
Session Activities: RAT#14, lecture, discussion, and applications. | Readings: Steensma et al.; Boskey; Kornienko et al.  
DUE: Gender Identity Interview |
By signing this document, I verify that

1. I am knowledgeable about the APA writing style, which is the required format for all my written assignments in the SPCL 7900 Theories of Human Development course.

2. I understand that any form of academic dishonesty, including plagiarism and cheating, (specified in the CUNY Policy on Academic Integrity http://www.cuny.edu/about/administration/offices/ia/Academic_Integrity_Policy.pdf) is forbidden and penalized at Brooklyn College.

3. As a student at the Graduate School Psychologist Program at Brooklyn College, I will conduct myself in a professional manner, and to observe the National Association of School Psychologists (NASP) Principles for Professional Ethics (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf), as well as the Brooklyn College School Psychologist Graduate Program Professional Standards of Conduct for School Psychologists (available with the course syllabus).

________________________________________
Student Name (PRINT)

________________________________________
Student Signature

________________________________________
Date
APA Style and Plagiarism Assignment Attestation

By checking each designated box and signing at the bottom of this document, I verify that I have completed this assignment as directed.

☐ I reviewed the Purdue University Owl website regarding APA style.

☐ I reviewed the Vanguard University website regarding APA style writing.

☐ I reviewed the University of Waikato website on APA style, particularly with electronic articles.

☐ I read the APA Style Blog.

☐ I completed the APA Style Tutorial.

☐ I read the CUNY Academic Integrity Policy.

☐ I reviewed the University of N. Carolina at Chapel Hill website regarding plagiarism.

☐ I reviewed the Indiana University website regarding plagiarism.

☐ I tested my knowledge of plagiarism and academic integrity on self-assessment located on university websites (e.g., McGill University; NYU; University of Missouri).

☐ I have attached my responses to the assigned questions regarding the Bramsfeld (2014) Tutorial.

________________________________________
Student Name (PRINT)

________________________________________
Student Signature

_______________________________________________
Date
Grading Rubric for Preschooler Observation Exercise

**NASP DOMAINS**: Interventions & Instructional Support to Develop Academic Skills (3); Diversity in Development & Learning (8); Research and Program Evaluation (9); Legal, Ethical, & Professional Practice (10)

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Exercise</td>
<td>Introductory paragraph and all sections of the observation exercise are completed in an efficient and comprehensive manner. Questions in each section (Dramatic Play, Peer Relationships, Relationships with Adults, and Self-Control) are thoughtfully answered. Observations are included. 50-45</td>
<td>Introductory paragraph and all sections of the observation exercise are completed. Quality of answers is variable. 44-24</td>
<td>Parts of the report are missing and/or conducted in an unsatisfactory way. Less than 24</td>
<td></td>
</tr>
<tr>
<td>Brief Literature Review</td>
<td>Every observation section is rooted in and integrated with professional literature findings (including primary sources). Does the available research confirm your findings? Does it negate them? How do you explain your observations in light of available literature? Literature review is written in a narrative form that integrates with the completed observations and flow of the paper. 35-32</td>
<td>Variable quality of the review (slightly disorganized, important information is missing) 31-20</td>
<td>Poor quality of the review. Significant mistakes and/or omissions. Less than 20</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Accurate grammar, spelling, punctuation, and sentence/paragraph structure. Work is written in a professional language and well organized. The paper follows the outline discussed in class. The manuscript is formatted in the APA style (including general format, citations, references, running head, title page, abstract, key words, headers, line spacing, formatting of lists and more). 15-13</td>
<td>Minor deviations from the criteria described in the “Outstanding” quality 12-9</td>
<td>Major mistakes and deviations from the criteria described in the “Outstanding” quality Less than 9</td>
<td></td>
</tr>
</tbody>
</table>

*** Five points will be deducted from the overall grade if the assignment is handed in without this rubric.

*** Five points will be deducted from the overall grade if the assignment does not follow clearly delineated sections (as described in the assignment description, including the file name).

*** Two points will be deducted per day of lateness.

*** All sections/evaluation components have to be included in the paper. Work submitted with missing sections/evaluation components will receive a grade of “zero”.

**TOTAL SCORE**: _________ 90-100 = Outstanding; 80-89 = Competent; 79 and below = Needs Development
### Grading Rubric for Piagetian Tasks Assignment

**NASP DOMAINS**: Data-Based Decision-Making (1); Diversity in Development & Learning (8)

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1: Answering Questions</strong></td>
<td>Well organized according to age of child (4; 8/9; 12+). Each child’s responses provided verbatim and then analyzed using interpretation guidelines. Important behavioral observations impacting analysis are noted. Well written. 20-18</td>
<td>Organized according to age. Responses are provided and analyzed using interpretation guidelines. Quality of analysis is variable. 17-16</td>
<td>Missing pieces; inadequate analysis.</td>
<td>Less than 16</td>
</tr>
<tr>
<td><strong>Task 2: Interpretation of Stories</strong></td>
<td>Well organized according to age of child. Each child’s responses provided verbatim and then analyzed using interpretation guidelines. Important behavioral observations impacting analysis are noted. Well written. 20-18</td>
<td>Organized according to age. Responses are provided and analyzed using interpretation guidelines. Quality of analysis is variable. 17-16</td>
<td>Missing pieces; inadequate analysis.</td>
<td>Less than 16</td>
</tr>
<tr>
<td><strong>Task 3: Classification</strong></td>
<td>Well organized according to age of child. Child’s oral responses to each task provided verbatim; behavioral responses are described clearly. For each response, a thorough interpretation is made using interpretation guidelines. Important behavioral observations impacting analysis are noted. Well written. 20-18</td>
<td>Organized according to age. Responses are provided and analyzed using interpretation guidelines. Quality of analysis is variable. 17-16</td>
<td>Missing pieces; inadequate analysis.</td>
<td>Less than 16</td>
</tr>
<tr>
<td><strong>Task 4: Conservation</strong></td>
<td>Well organized according to age of child. Child’s oral responses to each task provided verbatim; behavioral responses are described clearly. For each response, a thorough interpretation is made using interpretation guidelines. Important behavioral observations impacting analysis are noted. Well written. 20-18</td>
<td>Organized according to age. Responses are provided and analyzed using interpretation guidelines. Quality of analysis is variable. 17-16</td>
<td>Missing pieces; inadequate analysis.</td>
<td>Less than 16</td>
</tr>
<tr>
<td><strong>Overall Analysis &amp; Critical Reflection</strong></td>
<td>Excellent analysis and well written. Child’s responses within/across tasks are analyzed well. Analysis addresses: Did the children respond predictably according to their age group as per theory? Did the results confirm Piaget’s theory? If yes, how? If not, why not? How does this assignment relate to the assessments you are conducting in your assessment class? Do the results reflect any cultural variables? Has Piagetian theory withstood the challenge of time and further development in cognitive development and the acquisition of knowledge? 20-18</td>
<td>Analysis addresses all required areas listed in “Outstanding” criteria, but the quality of analysis is variable. 17-16</td>
<td>Parts of the section are missing and/or conducted in an unsatisfactory way.</td>
<td>Less than 16</td>
</tr>
</tbody>
</table>

*** Five points will be deducted from the overall grade if the assignment is handed in without this rubric

*** Two points will be deducted per day of lateness

*** All sections/evaluation components have to be included in the paper. Work submitted with missing sections/evaluation components will receive a grade of “zero”.

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**TOTAL SCORE: ____ 90-100 = Outstanding; 80-89 = Competent; 79 and below = Needs Development**
# SPCL 7900 Theories of Human Development
# Fall 2019

## Grading Rubric for Racial Identity Interview Narrative & Reflection

**NASP DOMAINS:** Data-Based Decision Making (1); Diversity in Development & Learning (8)

<table>
<thead>
<tr>
<th>Name: __________________________________________</th>
<th>Grade: __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>See syllabus for actual questions</td>
<td>All questions answered conscientiously, thoughtfully, and in great depth. Well written and organized.</td>
<td>All questions answered; quality is variable.</td>
<td>Visibly careless work and/or missing parts.</td>
<td></td>
</tr>
<tr>
<td>Questions 1+2+3</td>
<td>20-18</td>
<td>19-16</td>
<td>Less than 16</td>
<td></td>
</tr>
<tr>
<td>Questions 4+5</td>
<td>40-36</td>
<td>35-32</td>
<td>Less than 32</td>
<td></td>
</tr>
<tr>
<td>Question 6</td>
<td>40-36</td>
<td>35-32</td>
<td>Less than 32</td>
<td></td>
</tr>
</tbody>
</table>

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*** Five points will be deducted from the overall grade if the assignment does not follow clearly delineated sections (as described in the assignment description, including the file name)

*** Two points will be deducted per day of lateness

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**TOTAL SCORE: _________**  90-100 = Outstanding; 80-89 = Competent; 79 and below = Needs Development
Grading Rubric for Ethnic Identity Interview Narrative & Reflection

**NASP DOMAINS:** Data-Based Decision Making (1); Diversity in Development & Learning (8)

Name: ___________________________________________    Grade: ______________

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>See syllabus for actual questions</td>
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<td>All questions answered; quality is variable.</td>
<td>Visibly careless work and/or missing parts.</td>
<td></td>
</tr>
<tr>
<td>Questions 1+2+3</td>
<td>20-18</td>
<td>19-16</td>
<td>Less than 16</td>
<td></td>
</tr>
<tr>
<td>Questions 4+5</td>
<td>40-36</td>
<td>35-32</td>
<td>Less than 32</td>
<td></td>
</tr>
<tr>
<td>Question 6</td>
<td>40-36</td>
<td>35-32</td>
<td>Less than 32</td>
<td></td>
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**TOTAL SCORE:** _________ 90-100 = Outstanding; 80-89 = Competent; 79 and below = Needs Development
### Grading Rubric for Gender Identity Interview Narrative & Reflection

**NASP DOMAINS:** Data-Based Decision Making (1); Diversity in Development & Learning (8)

Name: ___________________________    Grade: ________________

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All questions answered conscientiously, thoughtfully, and in great depth. Well written and organized.</td>
<td>All questions answered; quality is variable.</td>
<td>Visibly careless work and/or missing parts.</td>
<td></td>
</tr>
<tr>
<td>Questions 1+2+3</td>
<td>30-27</td>
<td>26-24</td>
<td>Less than 24</td>
<td></td>
</tr>
<tr>
<td>Questions 4+5+6+7</td>
<td>35-32</td>
<td>31-28</td>
<td>Less than 28</td>
<td></td>
</tr>
<tr>
<td>Questions 8+9+10+11</td>
<td>35-32</td>
<td>31-28</td>
<td>Less than 28</td>
<td></td>
</tr>
</tbody>
</table>

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**TOTAL SCORE:** __________  90-100 = Outstanding; 80-89 = Competent; 79 and below = Needs Development
Grading Rubric for In-Class Participation

Name: _____________________________________________

Provide a numerical value you think you deserve based on your classroom participation; be reflective in this self-evaluation.

Points: _____________

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently raises or facilitates discussion with peers (in every class meeting); engages in integrative and higher order thinking in relation to the readings (e.g., integrates two or more pieces of information in the readings, integrates experience with research discussion, poses hypotheticals for the group based on findings); questions findings or relates to other research</td>
<td>90-100</td>
</tr>
<tr>
<td>Respectful attention to others’ contributions; periodically (at least every other class meeting) shares comments on at least one topic discussed in readings and demonstrates understanding and relevance to classroom discussion.</td>
<td>66-89</td>
</tr>
<tr>
<td>Consistently present in class; attends and responds to others’ contributions at personal level of experience, but does not participate in classroom discussions</td>
<td>45-65</td>
</tr>
<tr>
<td>Consistently present in class; makes no contribution to discussion; unresponsive to or argumentative with others</td>
<td>Less than 45</td>
</tr>
</tbody>
</table>

**PROVIDE THIS ADDITIONAL INFORMATION:**

1. Number of classes missed with reasons/explanations for absences

2. Provide an explanation for your self-assessment. Please note that it is impossible for you to get a grade of 90 or above if you have missed more than one class during this marking period.

Note: Failure to submit this self-evaluation will result in participation grade deduction (2 points/day after one week of lateness)
PART ONE: QUANTITATIVE ASSESSMENT (CHECK ONLY ONE BOX FOR EACH OF THESE 12 ITEMS)

<table>
<thead>
<tr>
<th>COOPERATIVE LEARNING SKILLS:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives on time and remains with team during activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a good balance of active listening &amp; participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks useful or probing questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares information and personal understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF-DIRECTED LEARNING:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is well prepared for team activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows appropriate depth of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies limits of personal knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is clear when explaining things to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives useful feedback to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts useful feedback from others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to listen and understand what others are saying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect for the opinions and feelings of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART TWO: QUALITATIVE ASSESSMENT (FOR EACH ITEM, WRITE AT LEAST ONE SENTENCE, BUT NOT MORE THAN THREE SENTENCES)

1) What is the single most valuable contribution this person makes to your team?

2) What is the single most important way this person could alter his/her behavior to more effectively help your team?
At the end of the term, it is necessary for all members of this class to assess the contributions that each member of the team made to the work of the team. This contribution should presumably reflect your judgment of such things as:

Preparation - Were they prepared when they came to class?
Contribution - Did they contribute productively to group discussion and work?
Respect of others' ideas - did they encourage others to contribute their ideas?
Flexibility - Were they flexible when disagreements occurred?

It is important that you raise the evaluation of people who truly worked hard for the good of the team and lower the evaluation of those you perceived not to be working as hard on team tasks.

Evaluate the contributions of each person in your team except yourself, by distributing 100 points among them. Include comments for each person.

<table>
<thead>
<tr>
<th>Team #:</th>
<th>Points Awarded:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teammate’s Name:</strong></td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td><strong>2. Teammate’s Name:</strong></td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Teammate’s Name:</strong></td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td><strong>4. Teammate’s Name:</strong></td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td><strong>5. Teammate’s Name:</strong></td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td><strong>6. Teammate’s Name:</strong></td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
</tbody>
</table>

Your Name:  
Total Points = 100
Brooklyn College  
School of Education  
School Psychologist Graduate Program  

Professional Standards of Standard

Student______________________________  Semester/Year________________  Date______________  
Faculty______________________________  Course Number_________________________  

Rating Scale  
N = No opportunity to observe  
0 = Does not meet criteria at Program level  
1 = Meets criteria consistently at Program level

Program Expectations  
___ 1. The student conducts self in a manner that is consistent with APA and NASP ethical codes.  
___ 2. The student actively listens and participates in class discussions.  
___ 3. The student is responsible with respect to punctuality, attendance, completion of assignments, and accountability to peers and staff.

Maturity  
___ 1. The student demonstrates appropriate self-control (such as anger and impulse controls) in interpersonal relationships with faculty, peers, and clients.  
___ 2. The student demonstrates honesty, fairness, and respect for others.  
___ 3. The student demonstrates awareness of their own belief systems, values, needs, and limitations and the effect of these on their work interactions with others.  
___ 4. The student demonstrates the ability to receive, integrate, and use feedback appropriately.  
___ 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability – commensurate with level of training.  
___ 6. The student seeks to resolve conflicts by addressing the issue(s) informally and respectfully with the individual(s) involved in the conflict.

Integrity  
___ 1. The student does not make statements which are false, misleading, or deceptive.  
___ 2. The student respects the fundamental rights, dignity, and worth of others.  
___ 3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.  
___ 4. The student respects individual differences, including those stemming from age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

For each “0” provide explanations and descriptions of behaviors, interactions, and dates.