

TOPSS Webinar on Teaching Resources

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2024 APA TOPSS Committee

May 21, 2024 | Zoom



Agenda

- Introductions
- Useful TOPSS resources for common teaching challenges
- Upcoming opportunities
- Time for Q&A

Introduction and Background

- Goal: Provide you with TOPSS resources that will help you teach your courses
- We will not be addressing the revised AP Psychology CED

APA Teachers of Psychology in Secondary Schools



The mission of TOPSS is to:

- Promote the highest standards in teaching of psychology
- Promote professional development and facilitate networking
- Increase professional identity and promote leadership
- Encourage recruitment and retention of students
- Enhance visibility and legitimacy of high school psychology
- Recommend the appropriate response to issues that impact on the quality or viability of teaching of high school psychology.

apa.org/ed/topss

What are the
essential topics I
need to cover?

Pillar Model and Integrative Themes from APA's National Standards for High School Psychology Curricula



National Standards for High School Psychology Curricula

STANDARD AREA

Social

Content Standards

After concluding this unit, students understand:

1. Social cognition
2. Social influence

Content Standards with Learning Targets

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

- 1.1. Describe attributional explanations of behavior
- 1.2. Explain how experiences shape attitudes and beliefs
- 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

- 2.1. Explain how the presence of other people can affect behavior
- 2.2. Describe how intergroup dynamics influence behavior
- 2.3. Explain how persuasive methods affect behavior and beliefs
- 2.4. Identify factors influencing attraction and relationships
- 2.5. Identify factors influencing aggression and conflict
- 2.6. Identify factors influencing altruism and helping behaviors

[apa.org/education-career/k12/national-standards](https://www.apa.org/education-career/k12/national-standards)

National Standards for High School Psychology Curricula

 <https://www.apa.org/education-career/k12/national-standards>

Home > Education and Career > Pre-K to 12 Education >



National Standards for High School Psychology Curricula

Teaching Psychology as a Subject

February 2022

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This document is constructed to guide curriculum decisions by providing content standards and learning targets to guide teachers and other stakeholders in designing instruction. The standards are hierarchically organized to reflect increasing levels of specificity (i.e., pillars, standard areas, content standards, and learning targets).

- National Standards for High School Psychology Curricula (PDF, 1MB) 
- Summary of changes between 2011 and 2022 National Standards (PDF, 97KB) 
- Advocacy Toolkit for the National Standards

 [TEACHER RESOURCES TO ACCOMPANY THE NATIONAL STANDARDS >](#)

[apa.org/education-career/k12/national-standards](https://www.apa.org/education-career/k12/national-standards)

How can I infuse
diversity and
representation into
my course?

New Project to Broaden Representation and Diversity in High School Psychology

Supported by the APF David
and Carol Myers Fund

Develop resources that highlight underrepresented dimensions of identity for each content pillar

Each resource set includes psychologist profiles, research summaries, guiding questions, and other resources

First set (online now!) focuses on race and racialized identity

Second set on disability and neurodiversity will be published this summer

Third set on national origin and immigration status will be available in 2025

apa.org/education-career/k12/infusing-diversity

Project Examples

RESEARCH SUMMARY EXAMPLE: Vogel, M., Monesson, A., & Scott, L. S. (2012). Building biases in infancy: The influence of race on face and voice emotion matching. *Developmental Science*, 15(3), 359–372. <https://doi.org/10.1111/j.1467-7687.2012.01138.x>

Margaret Vogel and colleagues at the University of Massachusetts **hypothesized** that infants' ability to recognize emotions on faces would be influenced by race and age.

Forty-eight White infants with little to no previous experience with African American or Black individuals participated in this study. Each infant came to the lab with a parent for a one-hour session during which the infants looked at pictures of faces (own- and other-race; happy or sad) and listened to sounds (laughing or crying) while their looking time and brain activity were recorded.

Although 5-month-old infants were equally good at telling apart faces from both races, 9-month-old infants were only able to distinguish faces within their own race. Nine-month-old infants were also less able to accurately match emotional sounds with emotional expressions of different-race individuals.

Finally, measures of brain activity revealed that 9-month-olds, but not 5-month-olds, had differential neural processing of own-race compared to other-race emotional faces.

This research suggests that throughout the first year of life, babies are developing highly specialized perceptual abilities in response to important people in their environment, such as family members. It also means that biases in face recognition begin well before our ideas of race are formed.

PSYCHOLOGIST PROFILE EXAMPLE: Joseph P. Gone, PhD

An award-winning psychologist who studies mental health in indigenous communities

Background

- [Dr. Gone](#) is a Native American (Aaniiih-Gros Ventre Tribal Nation of Montana) male clinical-community psychologist. He is currently a Professor of Global Health and Social Medicine at [Harvard University Medical School](#) and Professor of Anthropology and Faculty Director of the Native American Program at [Harvard University](#). Dr. Gone has won several awards for his contributions to psychology, including the Award for Distinguished Professional Contributions to Applied Research from APA and Stanley Sue Award for Distinguished Contributions to Diversity in Clinical Psychology from the Society of Clinical Psychology.

Contributions

- Dr. Gone's interdisciplinary research explores how Native American and other indigenous communities engage in mental health, particularly with regard to considering relevant cultural traditions and the role of spirituality. This work is often done using a participatory approach—meaning that he works with tribal communities to best understand their own conceptualizations of and healing approaches regarding, mental health.

Notable publications:

- Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50(5), 683-706.
- Gone, J. P. (2022). Re-imagining mental health services for American Indian communities: Centering Indigenous perspectives. *American Journal of Community Psychology*, 69(3-4), 257–268. <https://doi.org/10.1002/ajcp.12591>

GUIDING QUESTION EXAMPLE:

What are some possible reasons that people with different cultural identities might differ in how they express their emotions?

apa.org/education-career/k12/infusing-diversity






- **RELEVANT POINTS FOR TEACHERS TO CONSIDER:**

- Emotion socialization is the process by which children are taught by their parents how to understand different emotions and the rules for expressing emotions.
- Several dimensions of cultural identity impact this socialization process
 - For example, research suggests that white, middle-class parents living in the United States and other Western cultures may be more likely to socialize their children to develop something called individualistic emotional competence. This includes the ability to openly communicate and express one's emotions. In contrast, parents in Asian, Middle-Eastern, and other non-Western societies may be more likely to socialize their children to develop relational emotional competence. This includes communicating emotions in ways that engage others socially and minimize conflict and distress.
- There are also gender norms related to the acceptability of showing emotions like sadness or fear.
- Parents who are under considerable stress (e.g., those living in poverty, exposed to chronic discrimination) may have less capacity to tolerate their children's expression of negative emotions and may inadvertently teach their children to suppress their emotions.
- Members of communities that are at a heightened risk to be victims of stereotyping may be taught to inhibit their emotions to avoid being stigmatized as, for example, "an angry Black man."

How can I find
information on newer
topics that may not be in
the textbook and/ or do a
deeper dive on a topic of
strong interest?

TOPSS Unit Lesson Plans

Unit lesson plans

- [Cognition \(PDF, 562KB\)](#) *
Video: [Watch the Cognition authors discuss this lesson plan](#)
- [Gender \(PDF, 345KB\)](#) 
- [Industrial-Organizational \(I-O\) Psychology \(PDF, 260KB\)](#) 
- [Positive Psychology \(PDF, 164KB\)](#) 
- [Stress and Health \(PDF, 453KB\)](#) 

** The lesson plans on Cognition and Positive Psychology were published just prior to the revision of the 2022 [National Standards for High School Psychology Curricula](#). We are making them available here, but encourage teachers to use the 2022 National Standards for lesson planning.*

Archived Lesson Plans

The APA TOPSS Committee has archived the following lesson plans, most of which are aligned to the 2011 version of APA's National Standards for High School Psychology Curricula and not the most current (2022) revision. Teachers are encouraged to use the 2022 [National Standards](#) for lesson planning.

apa.org/ed/precollege/topss/lessons

TOPSS Unit Lesson Plans: 2-day Lessons from award-winning teachers (over 30 are online !)

Lesson plan

Caitlyn Homol

Brooklyn Prospect High School (Brooklyn, NY)

Research method application: Interviews

This is a two day lesson plan structured for 45 minute class periods. After learning about the four types of interviews that they should know for the IB Psychology exam (structured interviews, semi-structured interviews, unstructured interviews, and focus groups), students study Lueck and Wilson (2010) and the use of interviews to better understand acculturation and acculturative stress. We use this study to develop understanding of techniques that improve the quality of interviews and ensure ethical considerations are met.

From Martin Hyatt:

Lesson Plan

“Good Times” Review Lesson for the Learning, Cognition, and Neuroscience Units

This lesson is not focused on a specific objective(s) but rather is a review lesson that focuses particularly on the following standards:

1.1 Identify the major divisions and subdivisions of the human nervous system

and their functions

2.1 Describe the processes of operant conditioning

2.1 Explain strategies for improving the encoding, storage, and retrieval of memories

[apa.org/ed/precollege/topss/lessons/teaching-award-winning-plans](https://www.apa.org/ed/precollege/topss/lessons/teaching-award-winning-plans)

How can I choose
assignments that are
fun, but also
meaningful and
relevant?

Resource Vetting Rubric

apa.org/ed/precollege/topss/vetting-rubric.pdf



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Resource Vetting Rubric

FOR HIGH SCHOOL PSYCHOLOGY TEACHERS

PURPOSE

The purpose of this document is to assure quality control for classroom resources, such as demonstrations, activities, and/or presentations. This document should be used when vetting resources for use in your classroom.

TYPES OF RESOURCES

- Classroom demonstrations
- Lesson and/or activity plans
- Lectures, pictures, or examples

The following questions are for teachers to consider before using any resource in a high school psychology class.

1 What is the purpose of the resource?

What will your students be able to demonstrate as a result of using this resource?

2 Which National Standards for High School Psychology Curricula pillar does the resource meet?

- Biological
- Cognitive
- Developmental and Learning
- Personality and Social
- Mental and Physical Health
- Scientific Inquiry and Research Methods Foundation

3 Is the resource or activity accessible to all students (e.g., individuals with differing abilities such as physical, language, or sensory)?

If not, what can you do to alter or modify the tool to reach all students or be more inclusive?

4 Does the resource encourage students' understanding and appreciation of diversity and is it representative of human diversity?

To what extent does the resource include the diversity of human experiences, intersections of identities and experiences, and relevant research on diversity?

5 Does the resource promote students' understanding of psychology as a science (e.g., models appropriate scientific methods, models qualitative and quantitative processes or operationalization)?

If so, how?

6 Does the resource model or reflect appropriate ethical principles or practices?

Have ethical considerations for teaching been addressed? See [Welle et al., 2020](#).

7 Does the resource promote metacognition?

Does it require students to plan, monitor, and/or evaluate their learning process? See [Hammer et al., 2018](#).

8 Is the amount of time required for completion of the resource appropriate in relation to the amount of content covered?

Be mindful of the ratio of the amount of time required to the amount of content covered.

9 How will you assess whether the resource helped your students meet the learning outcome?

Will you use open ended or multiple-choice questions, etc.?

Resource Vetting Rubric

apa.org/ed/precollege/topss/vetting-rubric.pdf

VETTING RUBRIC FOR RESOURCES

Use the rubric below to assess your resource. Please make sure all components have been addressed. Demonstrations and activities should meet each criterion below. If any aspect(s) of the rubric is/are missing, revise the resource to meet the criterion.

	DOES NOT MEET CRITERION	MEETS CRITERION
Instructions		Instructions are clear and succinct for students and/or instructors to follow in order to be successful in the activity.
Learning outcome		There is a clear expected learning outcome related to use of this resource.
Identification of concept(s)		The concept(s) are clearly identified. Essential information is included and accurately described or portrayed.
Accuracy		Includes accurate and essential information.
Depiction of concept(s)		Depicts concepts in identifiable ways for novices.
<u>Link to National Standards</u>		Includes a reference to the specific Pillar, Content Standard, Learning Target, and/or Integrative Theme from the National Standards that is the target of the resource.
Accessibility		The resource is accessible (or can be modified to be accessible) to all students.
Diversity¹		The resource encourages understanding and appreciation of diversity and is representative of human diversity.
Psychology as science		The resource promotes students' understanding of psychology as a science.
Metacognition		The resource promotes metacognition.
Ethics		The resource models or reflects appropriate ethical principles or practices.
Additional information		Does not have superfluous and distracting information.

¹ Diversity should always be considered in course resources. Resources can also be supplemented by discussion or guided questions that encourage students to use a diverse lens to evaluate the concept.



Assessment Guide for Psychology Teachers

2018

Resource Assessment

- Assessment Guide for Psychology Teachers

apa.org/ed/precollege/topss/assessment-guide.pdf

APA Project Assessment

HOME

ASSESSMENTS

RESOURCES

GET INVOLVED

HELP



Welcome to Project Assessment (PASS)

PASS is a collaboratively developed digital library of learning assessments (e.g., assignments, quizzes, evaluations) designed to help psychology instructors demonstrate evidence of teaching and learning effectiveness. You must be an educator (i.e., high school teacher, college instructor, faculty member, teaching assistant) to use PASS.

Instructors can search for, download, reproduce, and use the assessments in their classes at no cost. However, the author(s) of the assessments should be given credit as one would with any intellectual property. No other permission is implied or granted to print, copy, reproduce, or distribute additional copies of this material. Anyone who wishes to produce copies for purposes other than those specified above must obtain the permission of the authors.

Project Assessment (PASS)

**How can I give my
students practice with
psychological research
in a way that they can
understand?**

Resources to Help with Infusing Research into Your Course



APA resources to help teachers engage students in research

Access a wide variety of free resources that provide all high school psychology teachers with research studies

Free APA Journals content

Particularly Exciting Experiments in Psychology

Summaries of research trends in experimental psychology



APA Journals Article Spotlight®

A free summary of recently published articles in an APA journal.

<https://at.apa.org/wl4>

Research: Artificial intelligence

Artificial intelligence and machine learning



Artificial intelligence (AI) is a subdiscipline of computer science that aims to produce programs that simulate human intelligence.

There are many branches of AI, including robotics, computer vision, machine learning, game playing, and expert systems. AI has also supported research in other related areas, including cognitive science and computational linguistics.

Adapted from the [APA Dictionary of Psychology](https://www.apa.org/topics/artificial-intelligence-machine-learning)

[https:// www.apa.org/ topics/ artificial-intelligence-machine-learning](https://www.apa.org/topics/artificial-intelligence-machine-learning)

How can I recognize
my students and
ignite their interest
in the field?

Member Benefit!

TOPSS Recognition of Academic Achievement in Psychology Certificates

CERTIFICATE OF TEACHER RECOGNITION

*The American Psychological Association
Committee of Teachers of Psychology in Secondary Schools
Congratulates*

*For being selected by their teacher as a student
who has demonstrated*

*Academic Achievement in a High School
Psychology Course*

Virginia Welle

Virginia Welle, MS
2024 TOPSS Chair

Psychology Teacher

School Principal

Date



apa.org/ed/precollege/topss/topss-psychology-certificates

Other Resources for Students

Helping students who are interested in pursuing a psychology degree:

- [Defending the major: Exploiting the workforce advantage of the psychology degree](#)
- [Psychology careers guide](#)
- [The skillful psychology student: Skills you will need to succeed in the 21st-Century workplace](#)
- [Transferable Skills: The Skillful Psychology Student](#)

 AMERICAN PSYCHOLOGICAL ASSOCIATION

THE SKILLFUL PSYCHOLOGY STUDENT

PREPARED FOR SUCCESS IN THE 21ST CENTURY WORKPLACE

Psychology provides skills that employers value.



COGNITIVE

Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.

Critical thinking: Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems.

Creativity: Use innovative and resourceful approaches to problem solving and new tasks.

Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources.

Judgment and decision making: Engage in logical and systematic thinking and ethical decision making when considering the possible outcomes of a particular action.



COMMUNICATION

Oral communication: Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences.

Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.



PERSONAL

Adaptability: Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur.

Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.

Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.



SOCIAL

Collaboration: Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others.

Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others.

Leadership: Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner.

Management: Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks.

Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.



TECHNOLOGICAL

Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.

Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

For more information, visit on.apa.org/undergrad

Other Resources for Students

TOPSS and APA have resources that can help you promote the value of your course.

A high-quality psychology course can:

- . Help students build essential life skills.
- . Improve scientific literacy.
- . Prepare students for, and interest them, in a variety of careers.
- . Improve mental health literacy.
- . Promote cultural competence.

◦ See more at
<http://on.apa.org/highschool>

Coming soon!

Home > Education and Career > Pre-K to 12 Education >

Sample Academic Calendars for High School Psychology Courses

“Important notice: Calendars being updated”

— These pacing calendars align with the 2011 National Standards for High School Psychology and are currently being updated. We expect to have new calendars available by August 2024.

— If you are interested in submitting a sample pacing calendar for an on-level, AP, or IB psychology course, please send your calendar to TOPSS by July 15. Our goal is to gather samples that reflect different types of course scheduling (e.g., traditional, block schedule, and trimester; one semester and full year). Calendars must show alignment to the current National Standards. Teachers are encouraged to indicate how research

Resource Manual for New Teachers of High School Psychology



apa.org/education-career/k12/sample-pacing-calendars

apa.org/ed/precollege/topss/resource-manual

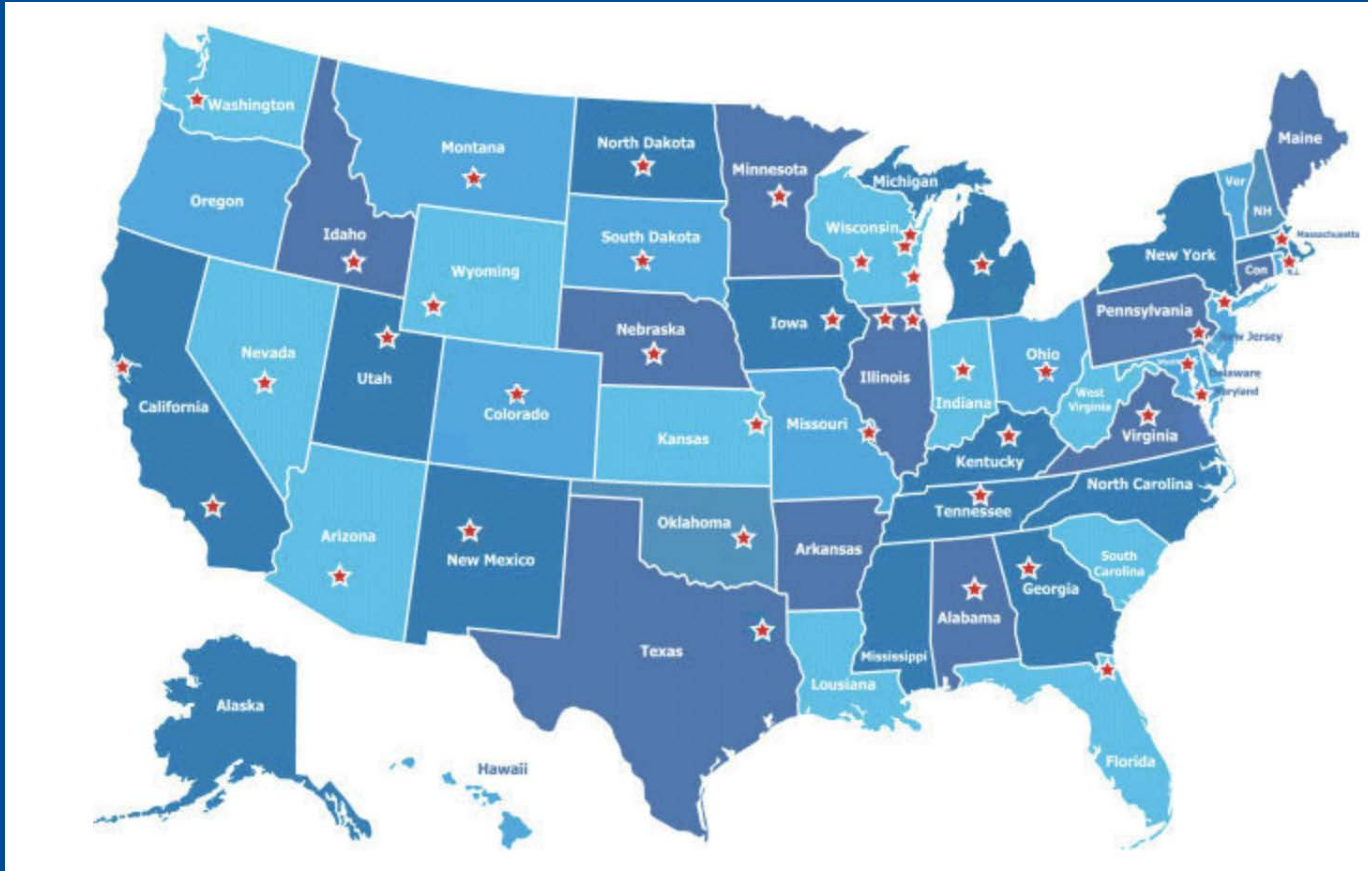
How can I find a
community and
professional
development
opportunities?

Finding Community/ Professional Development (2024)

- APA 2024 (August 8-10, Seattle)
 - <https://convention.apa.org>
- TOPSS workshop (August 7, Seattle)
 - <https://www.apa.org/ed/precollege/topss/2024-workshop>
- Oregon State University Workshop (June 2024; registration has ended)
- **NEW!!** Clayton State University Workshop (July 26, 2024; for teachers in Georgia)
 - <https://www.clayton.edu/celt/teaching-psyc-ai>



Finding Community/ Professional Development



High School Psychology Outreach Grants

\$10,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers.

Deadline: July 1, 2024 ; November 1, 2024

Sponsors: APF ; Education Directorate

Regional teaching networks (apa.org/ed/precollege/topss/state-local-groups | apa.org/about/awards/psychology-teacher-network)

Gain Leadership Experience

Call for nominations for TOPSS elections

Would you like to become more involved with TOPSS? Consider growing your professional leadership skills by serving on the TOPSS committee. We are seeking nominations for the 2025 chair-elect and a member-at-large position. The deadline to submit nominations and materials is July 1, 2024. Self-nominations are welcome.

apa.org/ed/precollege/topss/elections

In an effort to broaden the representation of the TOPSS community on the Committee in 2024, TOPSS is particularly interested in member-at-large candidates who teach outside the United States, have experience teaching on-level psychology (especially those teaching only on-level psychology), and/or early career teachers within their first 10 years of teaching. TOPSS is also interested in encouraging individuals in all locations and from diverse backgrounds (including diversity in race/ethnicity, gender, ability/disability, sexual orientation, age and religion) to consider running for TOPSS office.

Elected positions

In 2024, the following elected positions will be filled:

- Chair-elect
- Member-at-large

Other Ways to Get Involved (May 2024)

1. Support Phase 3.0 of the EDI resources project: National origin and immigration status
 - Self-nominate or nominate a colleague by May 27 to
 - 1 high school teacher and 2 faculty members are needed
2. Considering running for TOPSS office by July 1
 - Early career, international, and/or on-level teachers welcome!
3. Start a regional teaching network (or get support for an existing network)
 - Apply for an APF Outreach Grant by July 1 or November 1
4. Submit pacing calendars aligned to the 2022 National Standards
 - Due by July 15th to topss@apa.org
5. Join TOPSS if you are not already a member!
 - apa.org/ed/topss

Q&A



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Thanks for joining us!

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