About Us

The Coalition for Psychology in Schools and Education was established as an interdivisional APA coalition in 2002. It was initially made up representatives of Div. 15 (Educational), Div. 16 (School), and Div. 17 (Society of Counseling Psychology) to help psychology exert more influence on student achievement and education reform as well as on legislative policies affecting both.

Psychology, more than any other discipline, has the breadth of scholarship and expertise to influence the direction of public education. With this argument in mind, the Education Directorate of the American Psychological Association (APA) brought together in a coalition, the Coalition for Psychology in Schools and Education, scholars and practitioners representing knowledge and expertise from various psychological traditions to contribute to important national debates in education.

The mission of the Coalition continues to bring together interested psychologists to promote and make publicly accessible applications of the research that psychology has developed to assist the nation in improving the quality of public and private pre-K to 12 education. The Coalition further works to influence APA’s involvement in policymaking and legislation associated with the nation’s educational agenda, in collaboration with APA entities and affiliates whose focus is on teaching and learning processes as well as the well-being of children and youth. More specifically, the coalition aims to:

- Improve the quality of the psychology offered in teacher preparation and professional development.
- Collaborate with other professions that address the needs of children in schools.
- Make education and schooling more central to APA’s agenda.
2002

First meeting: December 7 – 8, 2002

Attendees:
- Angeleque Akin-Little
- Steven Little
- Stephen Rollin
- Sylvia Rosenfield
- Scott Solberg

APA staff:
- Cynthia Belar
- Meryl Icove
- Renee Lyles
- Rena Subotnik
- Greg White

2003 - 2005

First Coalition Chair and Co-Founder: Stephen Rollin

Coalition members:
- Division 12 Ray Lorion
- Division 13 Sylvia Rosenfield
- Division 15 James Royer, Barry Zimmerman, Patricia Alexander, and Angela O’Donnell
- Division 16 Angeleque Akin-Little, Steven Little, Sylvia Rosenfield, Jane Conoley, Gary Stoner, & Edward Gaughan
- Division 17 Mary Brabeck & Scott Solberg
- Division 25 Larry Alferink
- Division 27 Robert Felner & Marc Atkins
- Division 35 Jessica Henderson Daniel & Ane Marinez-Lora
- Division 37 Laura Nabor
- Division 53 Marilyn Erickson & Marc Atkinson
- Board of Educational Affairs (BEA) Cindy Carlson, PhD & Mary Brabeck
• CAC    Jeffrey Haugaard
• Committee on Ethic Minority Affairs/Committee for the Advancement of Racial and Ethnic Diversity (CEMA/CARED)    Elizabeth Marie Vera & Stephen Quintana
• (Committee on Psychological Tests and Assessment) CPTA    Tom Kubiszyn & Sam Ortiz
• PT@CC/ Committee on Associate and Baccalaureate Education    Pat Puccio
• Teachers of Psychology in Secondary Schools (TOPSS)    Marissa Sarabando, Debbie Park, & Mary Jean Voigt

APA staff:
• Cynthia Belar
• Maryanne Ernesto
• Renee Lyles
• Ron Palomares
• Brett Pelham
• Rena Subotnik
• Greg White

Major projects:

Goals and activities for the coalition to pursue:
  o Improving the quality of teacher preparation and professional development.
  o Collaborating with other professions that address the needs of children in schools.
  o Serving the needs of parents to improve the learning conditions of their children in schools.
  o Making Education more central to APA’s agenda.
  o Began the organizing the group into a cohesive whole

Teaching Skill Definition for the reauthorization of the Higher Education Act initiated by the Coalition.
H.R. 609, the “College Access and Opportunity Act of 2005,” includes a modified version of APA’s Teaching Skills definition. This legislation was introduced by House Education and the Workforce Committee Chair, John Boehner. The term “teaching skills” means skills that are based on scientifically based research; enable teachers to effectively convey and explain subject matter content; lead to increased student academic achievement; and use strategies that are specific to the subject matter; include ongoing assessment of student learning; focus on identification and tailoring of academic instruction to a student’s specific learning needs and focus on classroom management.

Teacher Needs Survey- Generated the idea for surveying teachers about their needs for psychology

Monitor articles:

Working Together for Education- March 2003
  https://www.apa.org/monitor/mar03/working

Molding Effective Teachers- September 2003
  https://www.apa.org/monitor/sep03/molding

Banding Together for Education- October 2003
  https://www.apa.org/monitor/oct03/banding
2006-2007

2006-2007 Coalition Chair: Scott Solberg

Coalition members:

- Division 5 Mary Pitoniak
- Division 7 Lynn Liben
- Division 12 Ray Lorion
- Division 15 Angela O'Donnell, Roger Azevedo, & Tamera Murdock
- Division 16 Gary Stoner
- Division 17 Stephen Rollin
- Division 25 Larry Alferink
- Division 27 Olga Acosta Price & Robert Felner
- Division 35 Ane Martinez-Lora
- Division 37 Jeffrey Haugaard
- Division 43 Cindy Carlson
- Division 45 Sandra Graham
- Division 53 Robert McMahon & Marilyn Erickson
- BEA Mary Brabeck & Jane Conoley
- BPA Peter Sheras
- BSA Joan Lucariello
- CEMA/CARED Stephen Quintana
• CPTA     Jeffrey Braden & Sam Ortiz
• PT@CC   Pat Puccio
• TOPSS   Marissa Sarabando, Debbie Park, & Mary Jean Voigt

APA staff:
• Rena Subotnik
• Jenny Smulson
• Annie Toro
• Emily Leary
• Ashley Edmiston
• Heidi Sickler

Major projects:

Coalition by-laws were established

Assessing and Evaluating Teacher Preparation Programs- Project idea introduced

Psychological Core Knowledge and Skills for Educators- Beginnings of the top 20 principles

Follow up from teacher needs survey

At the December 2007 meeting, Coalition chair Scott Solberg facilitated a discussion about the Coalition’s accomplishments from its inception. Some Coalition contributions have included:

• Helping the APA Education Policy Office generate language for a definition of Teaching Skills
• Generating the instrument, collecting data and analyzing data from the Teachers Needs Survey
• Outreach- conference presentations
• Sounding board for education issues at APA from various offices
• Developing language for No Child Left Behind, including on the topic of growth models
• Multiple publications in the Monitor about Coalition activities
• Active Coalition representation at the annual Educational Leadership Conference
• Serving as advisors on various Center for Psychology in Schools and Education activities including a classroom management module and instructional strategies modules of a BEA task force.
• Developing by-laws to facilitate Coalition activities

Additional Exploratory projects:

• Standardized Patient Project - Representatives responded to a video from a media group that Cindy Carlson was working with to develop instructional videos that would help enhance teachers’ awareness and capacity to work with families and caregivers. Communicating productively with parents has been identified as a significant concern by teachers, including skills to help de-escalate situations and relieve parent and teacher anxiety. The filmed interactions would employ an assessment tool called "the standardized patient" medical model that would provide feedback to teachers with regard to how they communicate with actors simulating parents/caregivers’ concerns and behavior. Teachers of Psychology in Secondary Schools members were to generate scenarios of typical difficult dialogues that secondary level teachers have with parents.
• **Reauthorization of the No Child Left Behind Act** - CPSE formulated recommendations for the reauthorization of the No Child Left Behind Act and encouraged representatives to build on identified areas of consensus.

• **Newsletter** - In order to keep the groups represented by the Coalition informed about Coalition activities, Jeff Haugaard initiated a newsletter project. Starting with the December 2007 meeting, CPSE prepared a brief report on meetings for members to distribute to their division or group membership.
Coalition members:

- Division 5 Mary Pitoniak
- Division 7 Lynn Liben
- Division 10 Steven Pritzker
- Division 13 Sylvia Rosenfield
- Division 15 Eric Anderman
- Division 17 Hardin Coleman
- Division 25 Larry Alferink
- Division 27 Isaac Prilleltensky
- Division 35 Mary Brabeck
- Division 37 Jeffrey Haugaard
- Division 46 Peter Sheras
- Division 53 Cari McCarty
- TOPPS Marie Smith
- Psi Chi Jason Young
- BEA Carol Dwyer
- BSA Joan Lucariello

APA Staff:

- Rena Subotnik
- Cynthia Belar
- Ashley Edmiston
- Rochelle Rickoff
- Jenny Smulson

Proposed Projects

Taking Intergroup Theory to School- A sub-committee of the Coalition proposed organizing a conference and an edited book entitled “Taking Intergroup Theory to School.” The idea is to invite psychologists (e.g., from developmental and social psychology) who have conducted research on various aspects of intergroup theory to discuss the application and implications of their work to the school setting. Illustrative of relevant work is
research addressed to groups defined by race, ethnicity, immigrant status, and sexual orientation. Of interest would be how this research informs the ways that schools may be structured to develop positive peer relations, avoid bullying, address culturally sensitive topics, and so on.

Major Projects:

Psychological core knowledge project- continuing (precursor of Top 20)

Teacher Stress – A Brochure for Partners and Spouses of New Teachers is introduced- This is a brochure directed at spouses and partners of new teachers to help combat stress. Entitled Teaching is Fundamental: Ideas for Friends and Spouses Supporting Teachers’ Early Career Challenges, this brochure aims to inform those close to teachers about what to expect during their loved one’s first year in the classroom, and how they can offer support and encouragement to them. [http://www.apa.org/education/k12/teacher-stress-brochure.pdf](http://www.apa.org/education/k12/teacher-stress-brochure.pdf)

2010-2011

2010-2011 Coalition Chair: Jane Conoley

Coalition members:
- Division 5 Mary Pitoniak
- Division 7 Adam Winsler
- Division 8 Josh Aronson
- Division 10 Steven Pritzker
- Division 13 Sylvia Rosenfield
- Division 15 Eric Anderman & Ron Markx
- Division 16 Bonnie Nastasi
- Division 17 Hardin Coleman
- Division 27 Isaac Prilleltensky
- Division 35 Mary Brabeck
- Division 37 John Murray
- Division 45 Sandra Graham
- Division 46 Peter Sheras
- Division 51 Andy Horne
- Division 53 George DuPaul & Cari McCarty
- BSA Joan Lucariello
- CEMA Markeda Newall
- TOPPS Nancy Fenton
Psi Chi  Jason Young  
CCYF  Roseanne Flores  
CPTA  Sam Ortiz  
BEA  Carol Dwyer

APA staff:
- Rena Subotnik  
- Cynthia Belar  
- Ashley Edmiston  
- Maie Lee  
- Jennifer Smulson  
- Kerry Bolger  
- Brian Schaffer

Proposed project:
**NSF Grant Proposal on 3rd grade Science Modules** - This project was designed to identify and translate research from psychological science central to topics that aspiring teachers should master to be effective in the PreK-12 science classroom. In collaboration with colleagues in science education, the project aspired to create a series of modules applying psychological science to the preparation of teachers in elementary science education. Small teams of researchers, scientists and teachers affiliated with Georgia State University, University of Maryland and Teach For America were formed to serve as consultants in the development of the modules, each focusing on 6 evidence based strategies.

Major projects:
**Teacher Stress Module** - The module covers definitions and sources of stress, provides survival strategies for recognizing, alleviating and preventing stress and offers resources for professional growth. Also included are several video clips from teachers talking about their experiences in the classroom and dealing with a rewarding, yet sometimes overwhelming, new career.  

Continued work on
- Core knowledge  
- Creativity module  
- Teach teamwork  

Beginnings of Academic caring module

2011-2014
2011-2014 Coalition Chair: Joan Lucariello

Coalition members:
- Division 2  Loretta McGregor
- Division 5  Mary Pitoniak
- Division 7  Adam Winsler & Tim Curby
- Division 8  Josh Aronson
- Division 10 Steven Pritzker & Jonathan Plucker
- Division 13 Sylvia Rosenfield & Markeda Newell
- Division 15 Eric Anderman, Ron Marx, & Tamera Murdock
- Division 16 Bonnie Nastasi & Karen Stoiber
- Division 17 Hardin Coleman & Kimberly Howard
- Division 27 Mark Aber
- Division 35 Mary Brabeck
- Division 46 Peter Sheras
- Division 49 Karin Hodges
- Division 51 James Mahalik
- Division 53 George DuPaul
- BEA Sandra Graham
- BSA Darlene DeMarie
- CYF Roseanne Flores
- CEMA Jamilia Blake
- CPTA Robyn Hess
- Psi Chi Jason Young
- CEMA Scott Graves
- CPTA Sam Ortiz
- TOPSS Nancy Fenton

APA staff:
- Jim Diaz-Granados
- Nadine Kaslow
- Jenny Smulson
- Rena Subotnik
- Maie Lee
- Cynthia Belar
Proposed projects:
Social and Emotional Learning - The goal for this project is to help PreK-12 educational personnel choose and implement a social emotional curriculum that is appropriate for the needs of the school or district.

Revision of Psychological Science Applied to Teaching and Learning in Science Classrooms - This project brings teams together to generate modules for pre-service elementary science education. The teams consisted of a psychological scientist, a natural scientist, a science educator, and a science teacher.

Major projects:
Matrix - The matrix article can be used as a means to advocate with state certification programs, as well for designing new programs (both traditional and alternative) and revising current ones. The purpose is to form a signature knowledge base for teacher education based on evidence from psychological science. The matrix morphed into core principles of psychology essential to teachers and teaching. This project identified 20 core principles of psychology that are important to teacher education and was disseminated in the form of (1) A brochure in the style of the Learner Centered Psychological Principles and (2) A chapter for the Handbook on Educational Psychology. (Eventually known as the Top Twenty Principles).

Module for Adolescent Development - This Coalition project takes a problem-based approach to inform teachers of the topics that are particularly relevant to adolescent development (e.g. brain development, gender differences, emotional development, etc.) and be able to address questions such as, “How do you teach students you don’t generally understand?” and “What is the big period of age 12-18 like?”

Teaming Module - This project provided a teamwork curriculum for professionals working in K-12 educational settings designed to enhance student success. Curriculum objectives were to develop the following skills: communication, leadership, situation monitoring, and facilitating mutual support.

Early Learning Guidelines (ELG) Toolkit - The ELG toolkit synthesizes state guidelines to help early childhood educators identify the developmental and learning outcomes and goals that children should achieve during early years. Early childhood educators can find national and state resources that meet various levels of rigor – from clinical trials to best practice. The ELG Toolkit also identifies resources for working with special populations, and links to states that received funding from the federal Race to the Top Early Learning Challenge Grants. It is a “what works” type site that acts as a comprehensive resource for teachers in the form of a series of informational and interactive webpages. [http://www.apa.org/education/k12/early-learning-guidelines.aspx](http://www.apa.org/education/k12/early-learning-guidelines.aspx).

Special Issue of Theory Into Practice - Eric Anderman became the new editor and sought Coalition assistance in developing an issue of TIP that would come out in 2015. The point of the special issue would be to highlight Coalition projects in light of important topics that we are exploring as well as the contributions of various sub-disciplines of psychology to teaching and learning in schools. Joan and Rena served as co-editors of the special issue.

Updating 10 mini-modules that appear on the APA website that emerged from the Applications of Psychological Science to Teaching and Learning (APSTL) task force.
**Kindergarten Survey** - Revise and update a survey of kindergarten education from fifteen years ago. The purpose is to assess the relationship between social/emotional versus academic emphases at the Kindergarten level.

**Beginnings of High Five project** - This brochure will be developed to help parents evaluate prospective child care programs they may be considering that promotes their child’s later academic and social success, focusing on the latest psychological research and evidence-based approaches. Although parents once were guided to look for quality indicators such as group size and teacher-child ratio, newer research suggests the quality of teacher-child interaction and child engagement probably play more influential roles in the outcome of early childhood experiences. In addition, it’s important to know that the form in which optimal academic experiences take place may look different in the early years. For example, recent research suggests that playing board games, putting together puzzles, and building with blocks, when conducted with teacher questioning and conversation can promote children's later math and spatial skills. Dramatic play may promote later reading comprehension. Another factor to consider is that a center optimal for most children may not be the best place for a particular child. Thus, this brochure will emphasize the role of teacher-parent interaction and how child care centers are situated within cultural context.

**Top 20 Badges Introduced** - BEA and a committee associated with the Golden Psi Award identified the Top 20 Project as a source of a new idea for promoting psychological science in schools. The idea was to award badges to schools that demonstrate integrated use of the principles. The task of the Coalition group is to develop instructions for schools on how to submit evidence that the school is actively employing one of the five categories of principles from the Top Twenty Principles from Psychology for PreK-12 Teaching and Learning. The project group started off in the first breakout session brainstorming what kind of evidence schools would need to submit for three categories of principle that the group was not able to address at our last meeting – social and emotional learning, learning and cognition, and motivation. The goal was to generate instructions that were rigorous but not overly onerous. Another factor kept in mind was that reviewers of school submissions will likely be volunteers, so the evidence also cannot be overly voluminous. By the end of the meeting, the group completed a one-page instruction sheet for one of the 5 groupings of principles as a group and will use that as a model for the other four.

**Assessing and Evaluating Teacher Preparation Programs Task Force Report** - A seven-member task force developed a practical, user-friendly resource for teacher education practitioners and policy makers on how to best use data to make decisions focused on program improvement and accountability. The resource concentrates on the three most commonly employed and widely used data sources for evaluating the effectiveness of teacher preparation programs: (1) teaching observations; (2) satisfaction surveys from graduates, employers, and k-12 pupils in the graduates’ classrooms; and (3) pupil growth on standardized tests. This project is designed to lend a constructive and informed voice based on psychological science to the discussion of teacher education preparation quality. [http://www.apa.org/ed/schools/teaching-learning/teacher-preparation-programs.aspx](http://www.apa.org/ed/schools/teaching-learning/teacher-preparation-programs.aspx)
2015-2016 Coalition Chair: Eric Anderman

Coalition members:
- Division 5 Cara Laitusis
- Division 6 Amanda Dettmer
- Division 7 Tim Curby
- Division 8 Joshua Aronson
- Division 10 Pablo Tinio
- Division 12 Wendy Grolnick
- Division 15 Gale Sinatra & Tamera Murdock
- Division 16 Yadira Sanchez
- Division 17 Kimberly Howard
- Division 27 Mark Aber
- Division 42 Janice Lepore
- Division 46 Peter Sheras
- Division 49 Karin Hodges
- Division 51 James Mahalik
- Division 53 George DuPaul
- BEA Vincent Alfonso
- BSA Darlene DeMarie
- CYF Roseanne Flores
- CEMA Jamilia Blake
- CPTA Robyn Hess
- Psi Chi Jason Young
- TOPSS Nancy Fenton

APA staff:
- Amanda Macchi
- Hunter Clary
- Jim Diaz-Granados
- Karen Studwell
- Dana Leinbach
- Rena Subotnik
- Maie Lee
Major projects:

**Dissemination Guidelines** - The dissemination guidelines are a seven-step process Coalition members should keep in mind when working on an ongoing or new project for before, during, and after project development in order to maximize product value and impact within the PreK-12 communities. The seven steps include: Assess market, Target audience, setting goals of the project and product, Need and Available Resources, Product Development, Dissemination plan, and Measuring Impact and Outcome Assessment.

**Teach Teamwork** - The purpose of the TEACH Teamwork project is to provide school-based professionals with an evidence-based, self-guided program on how to work effectively on teams. The program includes an introductory module; then four modules, one each on communication, situation monitoring, mutual support, and leadership.


**Stress in schools/Mental Health Primer** - This project is designed to help classroom teacher recognize and understand some of the major sources of stress in their students’ lives, as well as some of the most common mental health issues facing their students in the form of online modules (for identifying behavioral categories) and brochure-style virtual and printed documents (e.g., for identifying sources of stress).


**Professional Development for Teachers** - In collaboration with the APA Continuing Education Office, CPSE identified its research-based resources to be offered as professional development for teachers. Members of the Coalition developed multiple-choice questions for each online program designed to help participating PreK-12 school teachers qualify for professional development/continuing education credit.


**Applications of Psychological Science to Teaching and Learning (APSTL) Modules** – Updated- Ten online modules were developed in 2007 by the BEA Applications of Psychological Science to Teaching and Learning (APSTL) Task Force members, a group made up of scholars in several sub-disciplines of psychology including educational, social, developmental, and neuropsychology. Their goal was to use research from the psychological and educational sciences, and show how it can be applied to practical instructional problems and needs. In 2015, all ten modules were updated to include new research and insights on each topic. The Coalition served as an advisory group to the Applications of Psychological Science to Teaching and Learning (APS-TL), was a APA Board of Educational Affairs–sponsored task force. The task force’s charge was to explore applications of psychological science to teaching and learning by tapping the expertise of psychologists from several subdisciplines, including motivation, developmental, assessment, behavior management, social psychology, and learning and instruction, as well as to work collaboratively on translating psychological literature associated with evidence-based teaching strategies. The focus of the work was to integrate developmental science, research teaching and learning, and contextual concerns. Members included Mary Brabeck (Chair), Carol Dwyer, Sandra Graham, Thomas Kratochwill, Joan Lucariello, Barbara McCombs, Sara Rimm-Kaufman, and Margaret Semrud-Clikeman.

High Five- This brochure is designed to help parents evaluate prospective child care programs that promote their child’s later academic and social success, focusing on the latest psychological research and evidence-based approaches. It also emphasizes the role of teacher-parent interaction and how child care centers are situated within cultural contexts.

Creativity Module- This module gives an overview of the use of creativity in a classroom context as well as supplies teachers with strategies on how to use creativity every day to enhance academic outcomes. The main message conveyed by the module is to have creativity as part of a teacher’s toolbox and develop strategic ways of eliciting creativity.


Exploring Early Childhood: Kindergarten Survey- The purpose of this project is to update the findings of a survey study done in 2000 by Rimm-Kaufman, Pianta, and Cox., (which addressed kindergarten teachers’ judgments of children’s problems at kindergarten entry) and to identify current kindergarten teachers’ judgments about children’s problems at kindergarten entry. Three waves of email solicitations to 10,000 kindergarten teachers to complete an updated version of the survey in May & June of 2015 resulted in over 500 teachers completing the survey.


Translating the “Top 20” Report- (Begun in 2015) Due to the popularity of the “Top 20” Principles report, taking initiative to translate the “Top 20” became a priority.


Special issue of Theory into Practice (Psychological Science) Psychology in Schools- The purpose of this special issue was to highlight the Coalition, CPSE, and their projects and included sections on “What Psychology Can Tell Us About: Improving Student Learning, Achievement, and Engagement, How to Best Manage the Interpersonal Dimension of Teaching, Creating Contexts that Facilitate Student Learning, Growth, and Safety, [and] How to Use High Quality Assessment and Data to Advance Learning and Teaching”

Monitor articles:

Brilliant Teaching- September 2015
https://www.apa.org/monitor/2015/09/teaching

20 Key Principles for Teaching and Learning- September 2015
https://www.apa.org/monitor/2015/09/key-principles

APF and Education Directorate Fund Schools in Need- October 2015
https://www.apa.org/monitor/2015/10/apf

Expanding the Use of Psychological Science in the Classroom and Beyond- December 2015
https://www.apa.org/monitor/2015/12/elc-expanding

Opening New Vistas for Talented Kids- February 2016
https://www.apa.org/monitor/2016/02/talented-kids
2017-2018 Coalition Chair: Roseanne Flores

Coalition members:
- Chair-Elect: Timothy Curby
- Division 5: Cara Laitusis
- Division 6: Amanda Dettmer
- Division 10: Pablo Tinio
- Division 12: Wendy Grolnick
- Division 15: Gale Sinatra & Michele Gill & Benjamin Heddy
- Division 16: Yadira Sanchez
- Division 17: Kimberly Howard
- Division 34: Reuven Sussman
- Division 35: Tammy Hughes
- Division 42: Janice Lepore
- Division 45: Celeste Malone
- Division 49: Rex Stockton
- Division 51: Shelana Heard
- Division 53: George DuPaul
- BEA: Vincent Alfonso
- BSA: Darlene DeMarie
- CABE: Aaron Richmond
- CABE: Jason Young
- CCYF: Dionne Coker-Appiah
- CCYF: Donald Pope-Davis
- CPTA: Patrick Kylonnen
- APA’s Office of International Affairs: Amanda Clinton
- CARED: Tara Raines
- TOPSS: Steven Turner

APA staff:
- Amanda Macchi
- Heather Finster
- Hunter Clary
Major projects:

**High Five- How to Evaluate your Child’s Preschool Program Based on Psychological Research**- The “High 5” is designed to help parents evaluate prospective childcare programs that promote later academic and social success, based on the latest psychological research and evidence-based approaches. It also emphasizes the role of teacher-parent interaction and how childcare centers are situated within cultural contexts. The five areas are child-focused activities and routines; relationship and relationship-building; guiding and redirecting (addressing) behavior; teacher-child communication; and family and community engagement.

[http://www.apa.org/education/k12/high-five.aspx](http://www.apa.org/education/k12/high-five.aspx)

**Professional Development for Teachers**- The overall purpose of this project is to maximize the potential of CPSE resources. In collaboration with the APA Continuing Education Office, CPSE identified its research-based resources to be offered as professional development for teachers. Members of the CPSE Coalition developed multiple-choice questions for each online program designed to help participating PreK-12 school teachers qualify for PD/CE credit.


**Educator Needs Survey**- The Educator Needs Survey, which has been approved by the Lehigh University Institutional Review Board, is gathering information in the context of a research student about educators' perceptions of professional development in several areas, including learning, motivation, social and emotional factors, classroom management, and assessment informed by psychological science. This survey of key educational stakeholders (e.g., general education teachers, special education teachers, school principals) will help the Coalition prioritize directions/foci/topics for future projects. Outcomes may also be publishable depending on the quality of the obtained data and number of respondents. The survey launched in January 2018 and is currently being conducted in collaboration with the American Federation of Teachers (AFT).

**Mental Health Primers**- This project will provide information for classroom teachers to help them identify behaviors in the classroom that are symptomatic of mental health and other psychological issues, with the goal of directing teachers to appropriate resources for the students. The intent is not for teachers themselves to treat students, but for teachers to recognize behaviors and provide tangible resources for the student as needed. The resources will consist of 1-page handouts (digital and hard-copy) per topic for teachers to refer to.


**Top 20 Badges**- The “Top 20” Badges Program awards virtual badges to PreK-12 schools that use evidence-based strategies to boost achievement and student well-being. The strategies are delineated in The Top 20 Principles from Psychology for PreK-12 Teaching and Learning. Schools must demonstrate evidence of school-wide use of principles for one or more categories including: thinking and learning, motivation, social and emotional development, classroom management and assessing student progress. Schools that earn all five badges are also awarded a banner for display.

Adolescent Caring Module - This module outlines four research-based strategies that show how academic caring can be communicated to adolescents. These strategies include: (1) demonstrating value for academics; (2) supporting autonomy in students’ participation in academic activities; (3) providing structure that supports learning; and (4) communicating with parents to reinforce these strategies. 

Continuing:
Top 20 Principles Early Childhood Version - The purpose of this project is to translate the Top 20 Principles into version for use by the Early Childhood Community. The final product will be a crosswalk between the NAS study and the APA Top 20 Principles and the Top 20 Principles for the Early Childhood Community

Early Learning Guidelines Toolkit updated with new resources. The updates will become available in early 2019. This project stemmed from a finding by leading specialists in early childhood education that there was no source to find all the Pre-K teaching guidelines in one place. The ELG toolkit synthesizes state guidelines to help early childhood educators identify the developmental and learning outcomes and goals that children should achieve during early years (Scott-Little, Kagan, & Frelow, 2009). Early childhood educators can find national and state resources that meet various levels of rigor – from clinical trials to best practice. The ELG Toolkit also identifies resources for working with special populations, and links to states that received funding from the federal Race to the Top Early Learning Challenge Grants. It is a “what works” type site that acts as a comprehensive resource for teachers in the form of a series of informational and interactive webpages. 

Top 20 Psychological Principles for K-12 Education -Translations are available in Arabic, Czech, French, Korean, Spanish, Mandarin, Portuguese (Brazilian version), Serbian, Slovenian, and Turkish. These translations can be found here. Estonian, Hebrew, Italian, Japanese, Kyrgyz, Portuguese (Portugal version), Russian, Ukrainian and Urdu translations are expected in 2019. 

High Five: Must-Ask Questions for Parents in Search of the Best Early Childhood Program is being translated into Spanish. 
https://www.apa.org/education/k12/high-five-spanish.pdf

Professional development/continuing education credits for CPSE developed resources continues to be offered. 
http://www.apa.org/education/k12/professional-development.aspx

Ethnic and Racial Disparities in Education – The Coalition revisited a report from an APA Presidential Task Force that examined issues associated with educational disparities by: (1) Identifying what psychological science has to say about the nature and source of educational disparities; (2) Identifying interventions that have been successful in addressing these gaps on the part of schools, families, communities, and the young people themselves; and (3) Making recommendations to psychologists and the public regarding implications from this body of work to practice, policy and research. At their December 2019 meeting, the Coalition viewed the report as outstanding and needing wider application. They brainstormed solution-focused and strength-based products they can develop to describe underlying psychological principles maintaining educational disparities and to apply psychological principles to teacher/student resources and interventions. New products on this topic will be created in late 2019-early 2020. 
Using Psychology to Enhance Effective Teaching and Learning - In late 2018, the Center conducted outreach to local schools to make the work of the Center and Coalition accessible and to create productive networks in the local community. Two Rivers Public Charter School in Washington, DC, hosted the first session that focused on research and practical applications from the Top 20 Principles from Psychology for PreK-12 Teaching and Learning report. Schools teachers and other school support personnel were invited to attend and receive continuing education/professional development credits for their participation.

2019- Present

2019-Present Coalition Chair: Timothy W. Curby

Coalition members:

- Chair Timothy W. Curby
- Division 5 Cara Laitusis & Rochelle Michel
- Division 6 Amanda Dettmer
- Division 10 Pablo Tinio
- Division 12 Wendy Grolnick
- Division 15 Michele Gill & Benjamin Heddy
- Division 16 Yadira Sanchez
- Division 17 Kimberly Howard
- Division 35 Tammy Hughes
- Division 42 Janice Lepore
- Division 45 Celeste Malone
- Division 46 Peter Sheras
- Division 49 Rex Stockton
- Division 53 George DuPaul
- BEA Andres De Los Reyes
- BSA Frank Worrrell
- CCYF Dionne Coker-Appiah
- CARED Tara Raines
- CPTA Jamila Blake
- APA’s Office of International Affairs Amanda Clinton
- TOPSS Steven Turner
APA staff:
- Amanda Macchi
- Heather Finster
- Hunter Clary
- Catherine Grus
- Jenny Smulson
- Maha Khalid
- Rena Subotnik

Major projects:
**Top 20 Principles from Psychology for Early Childhood** will become available this year. Ethnic and Racial Disparities in Education update continues. ERDE is a report from an APA Presidential Task Force that examined issues associated with educational disparities by: (1) Identifying what psychological science has to say about the nature and source of educational disparities; (2) Identifying interventions that have been successful in addressing these gaps on the part of schools, families, communities, and the young people themselves; and (3) Making recommendations to psychologists and the public regarding implications from this body of work to practice, policy and research.


**High Five: How to Evaluate Your Child’s Preschool Program Based on Psychological Research** (Spanish) – The brochure is designed to help parents evaluate prospective childcare programs that promote their child’s later academic and social success, focusing on the latest psychological research and evidence-based approaches. The Spanish translation of this brochure is available online. Additionally, the Center and Coalition are planning a collaboration with Magination Press linking the High Five brochure with a story written for children and parents about choosing an early childhood program.

Pending

**The “Top 20” Badges Project** continues.

New **Mental Health Primers** being developed by the Coalition.

_Complied by Heather Finster_