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.?

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.
Link to National Standards		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.
Diversity[1]		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.

ADDITIONAL RESOURCES

Athanasopoulos, T. (2022, April 12). National standards for high school psychology curricula. *Psychology Teacher Network.* https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/national-standards

Dunn, D. S., Feldman, A. J., Franks, S. A., González, S. C., Gurung, R. A. R., Halonen, J. S., Julian, M., McEntarffer, R., & Vita, M. C. (2018). *Assessment guide for psychology teachers.* American Psychological Association. https://www.apa.org/ed/precollege/topss/assessment-guide.pdf

Foley, S. (2018, September). A case for psychology as science: A review of the APA National Standards for High School Psychology Curricula and the Next Generation Science Standards Science Practices and Crosscutting Concepts. *Psychology Teacher Network, 28*(3). https://www.apa.org/ed/precollege/ptn/2018/09/high-school-next-generation

Hammer, E.Y., Neufeld, G., & Turner, J. (2018). *Metacognitive assignment revision tool.* American Psychological Association. https://www.apa.org/ed/precollege/topss/teaching-resources/metacognitive-assignment-revision

Sánchez, Y., Hughes, T. L., Bardoulas, N., Clark, N., Ha, W., Jones, S., Montalvan, C., Tauber, S., & Woolf, L. M. (2021). *Considering diversity: A self-reflection tool for psychology teachers.* American Psychological Association. https://www.apa.org/ed/precollege/topss/considering-diversity/diversity-reflection-tool.pdf

Welle, V., Vita, M., & Melone, D. (2020, December 4). Do's and don'ts in teaching psychology. *Psychology Teacher Network.* https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/navigate-teaching

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