

**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Adult and Career Education**

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**ACED 4410**  
**New Teacher Institute**  
**3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to

apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

Website: <http://www.valdosta.edu/colleges/education/adult-and-career-education/>

## **COURSE DESCRIPTION**

Basic instructional and management skills for new secondary career education teachers. Emphasis is on survival skills related to teaching methodology and curriculum implementation that will help them to be successful during their first or second year of teaching.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

None

**COURSE OBJECTIVES** *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

*Upon completion of this course, the student will be able to:*

- CO 1. describe the organizational structure of technology/career education (InTASC Standards # 9, 10)
- CO 2. develop a plan designed to create an efficient and controlled learning environment (InTASC Standards # 1, 3; CPL<sub>1.1</sub>)
- CO 3. effectively plan and execute a unit of instruction (InTASC Standards # 7, 8; FL<sub>1.3</sub>)
- CO 4. demonstrate the effective use of computers and related peripherals for the development of lesson plans and instructional materials (InTASC Standards # 7; TL<sub>2.3</sub>)
- CO 5. exhibit the communication skills essential for a professional educator (InTASC Standards # 1, 3)
- CO 6. incorporate the basic principles of learning/teaching in lessons and instructional activities (InTASC Standards # 1, 2, 3, 4, 5, 6, 8; EDL<sub>2.2</sub>)
- CO 7. address the needs of students with various learning styles and disabilities (InTASC Standards # 1, 2, 3, 7, 8)
- CO 8. incorporate safety instruction and its related concerns into lessons and instructional activities (InTASC Standards # 8, 9)
- CO 9. effectively evaluate teaching and student performance (InTASC Standards # 6; AL<sub>1.2</sub>)
- CO 10. demonstrate technological competency related to the use of the internet, informational databases, and other educational resources (InTASC Standards # 7, 9; TL<sub>1.1</sub>)
- CO 11. take advantage of the effects that classroom diversity brings to the instructional environment. (InTASC Standards # 2, 3, 7, 9, 10; DL<sub>1.3</sub>, DL<sub>2.2</sub>)
- CO 12. document professional competency and development using practical and concrete artifacts. (InTASC Standards # 4, 10)
- CO 13. considers and reflects upon ethical and legal standards related to interactions with students, peers, and others within the educational setting. (InTASC Standards # 9; EDL<sub>1.2</sub>, EDL<sub>2.2</sub>)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Create and maintain a professional portfolio. (CO 1-12)
2. Participate in professional learning community (PLC) activities and discussions. (CO 1-12)
3. Develop instructional materials and resources to be shared and used within the PLC. (CO 3, 4, 5, 6, 7, 8, 9, 10, 11)

## **INDIVIDUALIZED ASSIGNMENTS AND MAKE-UP WORK**

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

## **COURSE EVALUATION / Grading Scale**

This course is a performance-based course. Evaluation will be based on the satisfactory completion and execution of all required activities. Students must attend all sessions and complete all activities in order to complete the course.

Proficiencies will be measured using the following assessments:

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|----------------------|--|
| Diversity:           | Enhancing Instruction Through Diversity (DL <sub>2a</sub> )                        |
| Ethics/Dispositions: | Reflections on Principles of Teaching and Learning Assessment (EDL <sub>2a</sub> ) |
| Field Experience:    | Lesson Plan Assessment (FL <sub>2a</sub> )   |

*\*These are required Proficiency Level Assessments and should not be modified or removed from this course without the approval of the program faculty.*

Grades will be based on the following scale of satisfactorily completed work, as evaluated through performance and the completion of the professional portfolio. Adequate participation on all activities, requirements, and assignments; specifically the Professional Portfolio. A significant penalty of up to a full letter grade for the course may be assessed for any assignment that is submitted late. Penalties are cumulative and may result in a failing grade for the course.

## **ATTENDANCE POLICY**

**Attendance at all sessions is mandatory.** Each student should be committed to attend all class sessions, except in the cases of medical emergencies. In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be arranged. Prior notice is preferred, when possible. In addition, any student missing in excess of 20% of class time will be subject to withdrawal from the course by the instructor. No student will be excused from any class time for non-emergency reasons, unless approved in advance by the instructor. Because much of the required activities involve the use of BlazeView, all students are expected to maintain frequent communication through electronic means. Access to web-connected technology is required. In addition, on-line meetings utilizing the course website will be scheduled throughout the semester, primarily on Tuesday evenings. All students are expected to make reasonable effort to participate, as directed by the instructors. Some on-line meetings may be mandatory.

## **PROFESSIONALISM**

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. All students should maintain a backup copy of all assignments submitted. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU, see [Turnitin for Students](#).

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESS STATEMENT**

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/>

## **HB 280 (Campus Carry) Information**

Information about HB 280 (“Campus Carry”), may be accessed at the University System of Georgia website at [http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information). This page contains an overview of the policy and FAQs. Specific Information pertaining to VSU’s may be accessed at <http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>.