ACED 7410
New Teacher Institute
3 Semester Hours

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College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(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 life-long 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.

Positively Impacting Learning Through Standards-Based Practices

<u>REQUIRED TEXTBOOK</u>

None

<u>COURSE DESCRIPTION</u>

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.

<u>GENERAL EDUCATION OUTCOMES</u>

Area A1 Learning Goals:

- Students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context.
- Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their written work.

Area B Learning Goal:

- Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.

Area E Learning Goal:

- Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.

Additional Learning Goal 3: CRITICAL THINKING

- Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

<u>COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)</u>

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

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

CO 1. describe the organizational structure of technology/career education (VI)
CO 2. develop a plan designed to create an efficient and controlled learning environment (III, V)
CO 3. effectively plan and execute a unit of instruction (GEO-A1) (I, V)
CO 4. demonstrate the effective use of computers and related peripherals for the development of lesson plans and instructional materials (V)
CO 5. exhibit the communication skills essential for a professional educator (VI)
CO 6. incorporate the basic principles of learning/teaching in lessons and instructional activities (II)
CO 7. address the needs of students with various learning styles and disabilities (GEO-B) (II, III, V)
CO 8. incorporate safety instruction and its related concerns into lessons and instructional activities (I, III, V)
CO 9. effectively evaluate teaching and student performance (IV)
CO 10. demonstrate technological competency related to the use of the internet, informational databases, and other educational resources (V).
CO 11. take advantage of the effects that classroom diversity brings to the instructional environment. (GEO-E) (II, III, V, VI)
CO 12. document professional competency and development using practical and concrete artifacts. (GEO-3) (I, VI)

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)
4. Prepare to present at least one innovative instructional strategy to the PLC utilizing video-conferencing technology through the Tuesday Tool Room. (CO 5, 6, 10, 11)

COURSE EVALUATION

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.

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. Satisfactory ratings (2 or higher) must be received on all areas of the Professional Portfolio Assessment Rubric to receive a C or better. 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.

95-100-----A
90-94-------B
85-89-------C
< than 85---F

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.

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. Due to the fact that 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. A backup copy of all submitted assignments should be maintained by the student. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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 Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

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/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

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