ACED 7430
ADVANCED 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

REQUIRED TEXTBOOK

None

COURSE DESCRIPTION

Prerequisite or co-requisite: ACED 7410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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. successfully teach within the organizational structure of technology/career education (VI)
CO 2. implement a plan designed to foster an efficient and controlled learning environment (III, V)
CO 3. effectively plan, execute and assess impact on student learning within a unit of instruction (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 (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. (II, III, V, VI)
CO 12. document professional competency and development using practical and concrete artifacts. (I, VI)
CO 13. investigate instructional strategies that are supported by research to provide a high level of impact on students within a particular subject area. (I, V)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Create and maintain a professional portfolio. (CO 1-13)
2. Participate in professional learning community activities and discussions. (CO 1-12)
3. Develop and present lessons for critique within the Professional Learning Community. (CO 3, 4, 5, 6, 7, 8, 9, 10, 11)
4. Conduct and present research findings related to evidence-based teaching strategies through on-line and classroom discussions. (CO 3, 4, 5, 10, 13)

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.

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

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 WebCT, all students are expected to maintain frequent communication through electronic means. Access to web-connected technology is required.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Students should take precautions to avoid plagiarism and cheating, whether intended or unintended. See the VSU Student Handbook, Code of Conduct –Appendix A, Section I for the official policy and procedures relating to academic integrity.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

SPECIAL NEEDS 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 sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

INSTRUCTOR

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