ACED 7900
SPECIAL TOPICS IN ACED-NTI-SPRING
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>

3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

<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.

<u>COURSE OBJECTIVES</u> (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 (I, V)
CO 4.   demonstrate the effective use of computers and related peripherals for the development of lesson plans and instructional materials (GEO-3) (V)
CO 5.   exhibit the communication skills essential for a professional educator (GEO-4) (VI)
CO 6.   incorporate the basic principles of learning/teaching in lessons and instructional activities (GEO-7) (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 (GEO-3) (V).
CO 11. take advantage of the effects that classroom diversity brings to the instructional environment. (GEO-6) (II, III, V, VI)
CO 12. document professional competency and development using practical and concrete artifacts. (GEO-3, GEO-8) (I, VI)

<u>COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS</u>

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)

<u>COURSE EVALUATION</u>

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.

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

<u>ATTENDANCE POLICY</u>

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 intermittently throughout the semester. All students are expected to make reasonable effort to participate, as directed by the instructors. Some on-line meetings may be mandatory.

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.

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 room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

INSTRUCTOR

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