

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Curriculum, Leadership, and Technology**

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**CIED 9200  
Instructional Planning, Implementation, and Evaluation  
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.

**Curriculum And Instruction GaPSC Certification Program Standards**

(\*identify those that apply to the course)

1.0000 Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.

2.0000 Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.

3.0000 Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy.

4.0000 Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

5.0000 Knowledge of Research. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession.

\*6.0000 Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.

\*7.0000 Professional Practices. Program completers will demonstrate high standards for professional practice.

**COURSE DESCRIPTION**

Advanced planning, implementation, and evaluation of instruction to facilitate student learning.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Online Readings from the Center for Applied Special Technology (CAST): Universal Design for Learning (UDL) website <http://www.cast.org/udl/>

Additional instructor identified readings and resources provided in course learning module

Student identified readings and resources

### **Additional Required Resources**

Georgia Professional Standards Commission, *Educator Ethics Division* website  
<http://www.gapsc.com/ethics/index.asp>

**Required Technology:** This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

## **COURSE OBJECTIVES**

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Candidates will design and modify environments that promote learning and are based on best practices and student performance data. (GaPSC 2.0100; A-DL<sub>2,2</sub>, A-DL<sub>3,1</sub>, A-TL<sub>2,1</sub>, A-TL<sub>2,2</sub>, A-TL<sub>3,1</sub>, A-TL<sub>3,2</sub>, A-EDL<sub>1,2</sub>, A-AL<sub>3,2</sub>, A-FL<sub>2,1</sub>, A-FL<sub>2,2</sub>, A-FL<sub>3,1</sub>, A-CP<sub>1,1</sub>, A-CPL<sub>2,1</sub>, A-CPL<sub>3,1</sub>)
2. Candidates will differentiate instruction through use of best practices, student performance data, appropriate resources, and culturally responsive pedagogy. (GaPSC 2.0200; A-D L<sub>1,2</sub>, A-DL<sub>2,1</sub>, A-DL<sub>2,2</sub>, A-DL<sub>3,1</sub>, A-DL<sub>3,2</sub>, A-TL<sub>2,1</sub>, A-TL<sub>2,2</sub>, A-TL<sub>3,1</sub>, A-TL<sub>3,2</sub>, A-EDL<sub>1,2</sub>, A-EDL<sub>2,2</sub>, A-AL<sub>3,2</sub>, A-FL<sub>2,1</sub>, A-FL<sub>2,2</sub>, A-FL<sub>3,1</sub>, A-CP<sub>1,1</sub>, A-CPL<sub>2,1</sub>, A-CPL<sub>3,1</sub>)
3. Candidates will evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment. (GaPSC 2.0300; A-D L<sub>1,2</sub>, A-DL<sub>2,1</sub>, A-DL<sub>2,2</sub>, A-DL<sub>3,1</sub>, A-DL<sub>3,2</sub>, A-TL<sub>2,1</sub>, A-TL<sub>2,2</sub>, A-TL<sub>3,1</sub>, A-TL<sub>3,2</sub>, A-EDL<sub>1,2</sub>, A-EDL<sub>2,2</sub>, A-AL<sub>3,2</sub>, A-FL<sub>2,1</sub>, A-FL<sub>2,2</sub>, A-FL<sub>3,1</sub>, A-CP<sub>1,1</sub>, A-CPL<sub>2,1</sub>, A-CPL<sub>3,1</sub>)
4. Candidates will demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. (GaPSC: 7.0100; A-D L<sub>1,2</sub>, A-DL<sub>2,1</sub>, A-DL<sub>2,2</sub>, A-DL<sub>3,1</sub>, A-TL<sub>2,1</sub>, A-TL<sub>2,2</sub>, A-TL<sub>3,1</sub>, A-TL<sub>3,2</sub>, A-EDL<sub>1,2</sub>, A-EDL<sub>2,2</sub>, A-EDL<sub>3,2</sub>, A-AL<sub>3,2</sub>, A-FL<sub>2,1</sub>, A-FL<sub>2,2</sub>, A-FL<sub>3,1</sub>, A-CP<sub>1,1</sub>, A-CPL<sub>2,1</sub>, A-CPL<sub>3,1</sub>)
5. Candidates will participate in and/or lead professional learning experiences to promote effective practices. (GaPSC 7.0200; A-D L<sub>1,2</sub>, A-DL<sub>2,1</sub>, A-DL<sub>3,2</sub>, A-EDL<sub>2,2</sub>, A-EDL<sub>3,2</sub>)
6. Candidates will advocate for the profession by modeling collaboration, leadership, and professionalism. (GaPSC 7.0300; A-D L<sub>1,2</sub>, A-DL<sub>2,1</sub>, A-DL<sub>3,2</sub>, A-EDL<sub>2,2</sub>, A-EDL<sub>3,2</sub>)

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

A number of course activities are inherent in completion of the processes and products described in the

Course Evaluation methods generally described below. These activities include: Reflective writing (Course objectives 1-6); Discussion (Course objectives 1-3); Revision by Expert, Peer & Self (Course objectives 1-6); and Presentation (Course objectives 1-6).

## COURSE EVALUATION

### A. Instructional Design, Implementation, and Evaluation Project (50% of course grade)

You will choose an instructional need in your professional environment. You will then design a minimum of 10 contact hours of instruction to be implemented and evaluated. Detailed instructions and criteria will be provided in the CIED 9200 Learning Module. *If you are a P-12 C&I certification student, you will be required to submit this project in LiveText. Failure to submit final Instructional Design, Implementation, and Evaluation Project in LiveText will result in an "F" for the course. The submission of the project is one of the assessment requirements from the GaPSC which must be documented for certification.* (Course Objectives 1, 2, 3, 4) **A-DL<sub>3a</sub>, A-TL<sub>3a</sub>, A-FL<sub>3a</sub>, A-CPL<sub>3a</sub> This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**

### B. Research-Based Best Practices Repository (20% of course grade)

You will add to an ongoing research-based best practices repository containing article annotations and digital resources to support environments that promote learning. Detailed instructions and criteria will be provided in the CIED 9200 Learning Module. (Course Objective 2)

### C. Culturally Responsive Pedagogy Case Studies (30% of course grade)

You will participate in case study writing, analysis, synthesis, and presentation activities to provide recommendations to address the following:

- Modification of environments to promote learning and are based on best practices and student performance data and
- Differentiation of instruction through use of best practices, student performance data, appropriate resources, and culturally responsive pedagogy.
- Detailed instructions and criteria will be provided in the CIED 9200 Learning Module.
- Case Study work is a group project. Group member evaluations of the performance of their peers as well as instructor assessment will be used to assign individual point values to member contributions. Up to 25% of the potential score for the case study can be lost by an individual for lack of timely, professional, valuable contributions to the group project. (Course Objectives 2, 3, 4, 5, 6)

### D. Field Experience Form – Required for C&I Majors (S/U)

Detailed instructions for using the Field Experience Form in LiveText will be provided in the C&I Advising BlazeVIEW shell. Field Experience hours will be accumulated across the doctoral program courses. Notify your advisor when all field experience hours have been logged. A minimum of 20 clock hours of fieldwork is required in the C&I doctoral program. The hours must be divided among elementary, middle, and high school levels of curriculum and instruction. (Course Objectives 2, 5, 6)

### E. Program Portfolio Submission – (S/U)

Detailed instructions for using the Program Portfolio LiveText shell will be provided in the C&I Advising BlazeVIEW shell. If these instructions are not followed by the due date established in the course shell, a grade of F may be assigned for the course. (Course Objectives 1-6)

## Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly. The grading scale below will be used in this course

90-100 = A    80-89 = B    70-79 = C    60-69 = D    Below 60 = F

Work will be considered late if it is submitted after the due date and time. Late work will be penalized 25% of the assignment grade for each 1-24 hour increment after the due date and time. For example, an assignment submitted 3 hours late **will be** penalized 25% of the points attributed to that assignment because it falls in the 1-24 hour increment; work submitted 27 hours after will be penalized 50%; etc. Work submitted with the wrong filename convention **will be** penalized a **minimum** of 10% of the assignment grade with **no** opportunity for resubmission.

## ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure he/she has adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

## PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

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

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

## TITLE IX

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.

### **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 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).

### **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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.