

**Dewar College of Education and Human Services**

**Valdosta State University**

**Department of Middle, Secondary, Reading & Deaf Education**

**DEAF 2999**

**ENTRY TO THE EDUCATION PROFESSION**

**0 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 educator 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)*

## **COURSE DESCRIPTION**

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText software will be used throughout your professional program and is introduced in this course. (<https://www.livetext.com/>)

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

1. Students will meet all admission to teacher education requirements and document meeting those requirements.
2. Students will demonstrate knowledge of expectations of the profession including current codes of ethics, professional standards and practice and relevant laws and policies (INTASC S9, EDL1.1).

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

**Students will meet all admission to teacher education requirements** and document meeting those requirements. These requirements are:

**\_\_\_ 1. Provide evidence of meeting the minimum GPA required for admission to your program [GPA of 2.75 ]** on all previously attempted coursework – a minimum of 45 hours of coursework must have been completed prior to enrollment in this course.

**\_\_\_ 2. Post passing scores for the GACE Program Admission Tests (200, 201, 202, or Combined Tests 700) or GACE Basic Skills Assessment (or exemption) as documented on the Teacher Education Information page in [Banner](#)**

**\*\*\*NOTE- You are strongly encouraged to take the GACE Program Admission Assessment immediately in order to be admitted to Teacher Education and apply for the Preservice Certificate this semester.**

Exemption scores are: SAT - 1000 (Math + Reading); ACT - 43 (Math + English); GRE before August 1, 2011- 1030 (Verbal and Quantitative); and GRE on or after August 1, 2011 - 297 (Verbal and Quantitative)

**\_\_\_ 3. Register for and take the GaPSC Educator Ethics Entry Assessment. Prior to taking the assessment, complete the [Ethics Module](#).**

**NOTE:** As soon as you have met the above requirements, you can apply for admission to Teacher Education. Instructions for doing this can be found in the Application to Teacher Ed Module.

\_\_\_ 4. Once you have been admitted to Teacher Education, you will receive an email regarding the application for the GaPSC Preservice Certificate. You must be issued the GaPSC Preservice Certificate prior to the end of the semester to earn a grade of S in 2999. All candidates are required to hold a valid GaPSC Preservice Certificate in order to enroll in program courses.

\_\_\_ 5. Meet the COEHS Regents' Test Requirement by earning a grade of C or better in ENGL 1101 and ENGL 1102.

\_\_\_ 6. Provide evidence of current professional liability insurance and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center. If you are not on campus it can be faxed or emailed.  
See [Liability Insurance Module](#)

\_\_\_ 7. Purchase and activate LiveText account

\_\_\_ 8. Complete the online LiveText Module in this course.

\_\_\_ 9. Complete (if you did not complete this form a previous semester) the required disposition form in LiveText; check your Teacher Information page if you are not sure. (Contact your 2999 instructor for due dates for LiveText; documents and form to be completed during the LiveText module.)

\_\_\_ 10. Review your Program of Study (find the link in the [Program of Study](#) Module) and complete the Program of Study Confirmation quiz. This requirement may have been satisfied a previous semester; check your Teacher Education Information page if you are not sure.

\_\_\_ 11. You must continue to register for and take the appropriate 2999 course for your major every semester until you are admitted to Teacher Education and earn a grade of "S" in 2999.

**Note to those taking 2999 concurrently with professional courses:** You are required to be admitted to Teacher Education and hold a valid GaPSC Pre-service Certificate in order to take 2999 concurrently with professional courses.

**\*\*\*IMPORTANT NOTE:** If you are on schedule to begin your first professional semester and would like to be eligible to pre-register for courses, you will need to meet all requirements for earning an S in 2999 prior to midterm, this date will be set by your instructor.

## COURSE EVALUATION

In order to earn an "S" (satisfactory grade) in this course, the following assessments/activities are required:

GPA review-student's GPA will be reviewed for required GPA for admission to Teacher Education

GACE Program Admission/ GACE Basic Skills Assessment (or exemption)-students must post passing scores on the GACE Basic Skills/Program Admission Tests required for admission to teacher education as documented on the Admission to Teacher Education Information page in BANNER

Complete the GaPSC Educator Ethics Entry Assessment.

Apply for Admission to Teacher Education and be admitted to your program.

Apply for and be issued the GaPSC Preservice Certificate.

COEHS Regents' Test-earn a grade of C or better in ENGL 1101 and ENGL 1102 to meet the Regents' Test requirement.

Purchase of professional liability insurance as reflected on the Teacher Education Admission Information page in BANNER.

Purchase and activate a LiveText account (if you have not purchased LiveText a previous semester).

Complete the online LiveText Module (if you have not completed the online module in a previous semester; check your Teacher Education Admission Information page in BANNER).

Completion of form in LiveText if it was not done during the summer or fall 2014 (you can check your Teacher Information page in BANNER if you are not sure if you have or not.).

Complete the Program of Study Confirmation quiz if it was not done during a previous semester (you can check your Teacher information page in BANNER if you are not sure).

## **ATTENDANCE POLICY**

The university attendance policy will be adhered to in this class.

## **PROFESSIONALISM**

The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & Deaf Education.)

### *Professionalism – Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

### *Professionalism-Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments:*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

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

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

### **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](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

This is a non-credit course, and the Student Opinion of Instruction (SOI) should not be completed for this course.