

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education**

**DEAF 6010
Integrated Instruction: Individualized Education Program
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.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*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

REQUIRED READINGS

Georgia Department of Education Special Education Rules Implementation Manual.

Parts One and Two. Retrieved from: <http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Implementation-Manual.aspx>.

Raimondo, B. (2013). It's the law! A review of the laws that provide Americans with access for all. *Odyssey, 14*, 4-8. Retrieved from: <http://www.gallaudet.edu/Documents/Clerc/Odyssey2013.pdf>

Griffin, C. (2013). Parents . . . be prepared! Check out the on-line IEP. *Odyssey, 14*, 29. Retrieved from: <http://www.gallaudet.edu/Documents/Clerc/Odyssey2013.pdf>

Dobson, B. A. (2013). Section 504-the 1973 law still makes a difference. *Odyssey, 14*, 63-65. Retrieved from: <http://www.gallaudet.edu/Documents/Clerc/Odyssey2013.pdf>

COURSE DESCRIPTION

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Program (IEP) development and planning that incorporates student access to the general education curriculum are components of this course.

COURSE OBJECTIVES (COs)

- a. Students will read the Georgia Special Education Manual and articles related to special education and respond to application questions.
- b. Students will evaluate two IEPs from their current Mentor Teacher (DL_{2.1}, DL_{2.2}, DL_{3.1}; AL_{1.1}, AL_{1.2}, AL_{2.3}).
- c. Students will read case study IEPs and respond to application questions.
- d. Given a case study and an IEP components template, students will create each part of an IEP to compliance, reflect upon their developed IEPs, and compare and contrast their finished IEPs to those of their peers within the course. (DL_{2.1}, DL_{2.2}, DL_{3.1}; AL_{1.1}, AL_{1.2}, AL_{2.3}; **CPL_{3a}**) **Upload to LiveText**
- e. Students will respond to the postings of their peers.

COURSE EVALUATION

Responses to Readings (BlazeView assignments)	15 pts/each
Discussion Board postings	10 pts/each
Responses to Peers (BlazeView)	5 pts/each
Development of an IEP * CPL_{3a} . <i>This is a CI Matrix assessment and should not be modified or removed from this course without the approval of the program faculty.</i>	20 pts/each component; see below pp. 13-15
Upload IEP to LiveText	10 pts
Reflection	15 pts

93% - 100%	A
85% - 92%	B
77% - 84%	C
76% and below	F

**Department of Middle Grades, Secondary, Reading, and
Deaf Education**

1500 N. Patterson St. • Valdosta, GA. 31698-0102

Phone 229-333-5611 • **Fax** 229-5963

**Valdosta State
University**



Date _____

Dear _____:
(Parent or Guardian)

_____ is a student in Teacher Education at Valdosta State University who is completing a field-based instructional requirement. Part of this practice teaching experience requires _____ to develop instructional activities based on objectives from students' individual education programs (IEPs). I would like to request your permission to allow this student from VSU to review _____'s (child's name) IEP to develop instructional activities.

Should you wish to discuss this requirement you may contact your child's teacher or contact Dr. Jennifer S. Beal at the Department of Middle, Secondary, Reading, and Deaf Education at VSU (219-1317). If you give your consent for this student to review your child's IEP, please indicate by checking the box marked "yes" below and returning this form after signing it. If you do not wish to share access of the IEP with this VSU student, please indicate by checking the box marked "no" and returning this form after you have signed it.

Thank you in advance for your consideration.

Dr. Jennifer S. Beal
Associate Professor of Deaf Education
Middle, Secondary, Reading, and Deaf Education
Valdosta State University
jsbeal@valdosta.edu
229-333-1317

Yes, my child's IEP may be reviewed to develop instructional activities.

No, my child's IEP may not be reviewed to develop instructional activities.

(Parent signature)

(Date)

ATTENDANCE POLICY

This is an online class. It is expected that you participate online each week. As an online course, attendance will be measured by participation in activities and submission of all work on-time. It is expected that each student will complete all assignments on time. Late assignments will carry a penalty of 10% deduction each day past the due date. For example, if an assignment is worth 50 points, 5 points are deducted EACH DAY that assignment is late. Work will not be accepted for grading after seven (calendar) days after the due date.

PROFESSIONALISM

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The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and 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.

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.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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.”

TITLE IX STATEMENT: 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: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT: 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.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one

location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@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>.

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DIRECTIONS FOR POSTING TO LIVETEXT

How to Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
 - a. Select **Manage Pages**.
 - b. Click on the box next to **Title** to select all pages.
 - c. Click on the box next to the current artifact page to unselect it.
 - d. Select **Hide Pages: Save and Finish**.
 - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.

9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.