Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECSE 3010
Planning, Instruction, and Developmentally Appropriate Practices
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.

InTASC Model Core Teacher Standards*

(*To be used for all teacher 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.

Positively Impacting Learning Through Evidence-Based Practices 1

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

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75.

Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level. Evidence-based practices, theories of learning, and developmentally appropriate strategies that underlie the teaching and learning processes related to planning, instruction, and assessment for Pre-K and K learners in inclusive settings and the associated curricular disciplines.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Borich, G. D. (2017). *Effective teaching methods: Research-Based practice* (9th ed.). Boston: Pearson.

Chappuis, J. (2015). *Seven strategies of assessment for learning* (2nd ed.). Boston: Pearson.

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed.). Washington, DC: NAEYC.

*(**Please note**: It is important to save the required textbooks because you will use them in future ECSE Department courses.)*

Additional Readings: As determined by the course instructor

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

Teacher candidates will:

1. Describe learners with consideration to the diversity of cognitive, linguistic, social, emotional, and physical areas of learner development. (InTASC S1; DL1.1, DL1.2 , DL2.1)

2. Identify personal, cultural, and community factors learners bring to the classroom and the impact of learning, behavior, and instruction. (InTASC S2; DL1.3, DL2.1)

3. Review and incorporate the appropriate Georgia mandated P-5 standards in lesson plans. (InTASC S4 and S7; EDL1.2, TL1.1, TL2.1)

4. Plan instruction that is sequential and supports every student in meeting learning objectives through use of appropriate evidence-based strategies to include identifying similarities and differences; setting objectives and providing feedback, nonlinguistic representations, and reinforcing effort and providing recognition. (InTASC S7 and S8; TL1.3, CPL1.3)

5. Select appropriate formal and informal assessment methods to monitor student learning and behavior. (InTASC S6; AL1.1, AL1.2)

6. Describe developmentally and age appropriate ways to integrate the academic disciplines of health and/or physical education. (InTASC S4; CPL1.1)

7. Use the techniques of the station teaching option of co-teaching in the PK-K classroom. (InTASC S3; CPL1.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Reading Assignments**: Assigned readings will be completed prior to class. Major concepts and points of information will be presented in class; however teacher candidates are expected to read each assignment fully to be able to participate in class discussion and activities. (CO 1, 2)

2. **Contextual Factors / Context for Learning**: Teacher candidates will complete the Contextual Factors document and have the completed document signed by the mentor teacher. The contextual information collected will be used to complete the edTPA commentary, *Elementary Literacy Context for Learning Information.* Specific guidelines will be provided. (CO 1, 2)

3. **Lesson Plan**: Teacher candidates will plan, implement, and assess a lesson appropriate for students in their practicum classroom. The candidate will videotape the lesson and use the videotape for self-analysis. Specific guidelines will be provided. (CO 3, 4, 5, 6)

4. **Assessment Inventory**: Throughout the semester teacher candidates will observe their mentor teacher using a range of assessment strategies/tools. Teacher candidates will describe five (5) assessments that were observed in their assigned practicum classroom using the assessment inventory form. Collection of these data will be used for class discussion purposes to review developmentally and age-appropriate assessments. Teacher candidates will be invited to share their collected information on the five (5) assessments with other teacher candidates in the class to develop a resource of assessment techniques/tools that can be used for future lesson planning purposes. (CO 5)

5. **Educational Philosophy:** Teacher candidates will write an educational philosophy that describes their personal philosophy of teaching based on the eight Guiding Principles of the Dewar College of Education and Human Services conceptual framework (DEPOSITS). The philosophy will include the following: fundamental beliefs about teaching and student learning; a description of how these beliefs about teaching are demonstrated in professional decision making; and specific strategies, practices, and dispositions that are effective in meeting the needs of a diverse population. The educational philosophy

should be clear, concise, and free of educational jargon. American Psychological Association (APA) 6th edition format is required. Specific guidelines will be provided.

6. **Co-Teaching Model Reflection**: (CO 7)

7. **Midterm**: Teacher candidates will complete a midterm test. Specific guidelines will be provided.

8. **Final Exam:** A final exam will be administered during the Registrar's posted Final Exam schedule. Specific guidelines will be provided.

COURSE EVALUATION

This class is part of your professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

- Unless otherwise noted, **each** spelling, punctuation, syntax, grammatical, and typographical **error** will result in up to a **one-point deduction** from the total score, regardless of the point value of the assignment.
- Unless otherwise noted, all assignments prepared outside of class must be produced using a word processing computer program (Microsoft Word is best), 12-point font (Times New Roman is best), and double- spaced (unless otherwise noted) and include the teacher candidate's name, course number and section, and date. This includes any assignments submitted in BlazeVIEW.
- Proofread and correct assignments before they are submitted. Use the Spelling and Grammar check on your computer.
- All assignments must be the original work of the teacher candidate submitting the work.
- All assignments are individual assignments unless otherwise noted.
- All assignments must be completed by the teacher candidate during the current semester and not submitted to another instructor to fulfill requirements for any other course.
- Unless otherwise noted, references and citations (using APA 6th edition format) are required when referring to the work of others (see DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM, which follows). Requirements for APA style are found in:

  American Psychological Association. (2010*). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

  Another appropriate APA resource is:
  OWL Purdue Online Writing Lab - *APA Formatting and Style Guide*:
  https://owl.english.purdue.edu/owl/resource/560/01/

- Assignments must be submitted at the **beginning of the class period on the day they are due**. An assignment is considered late if it is not available at the start of class. Late assignments will be accepted up to one week after the due date. Ten percent (10%) of the grade/points will be deducted for each day an assignment is late. If the late assignment is not completed within one week, a grade of zero (0) will be assigned.

NOTE: If an assignment is not submitted on the assigned day and time, the teacher candidate should submit a full sheet of paper that includes the following information: name, name of assignment, course number, date, and expected date assignment will be submitted.

- **Make-up exams will be given at the discretion of the instructor.**

Teacher candidates' knowledge of information contained in reading assignments, class notes, and class handouts will be assessed during class on dates designated in the tentative course schedule. Daily in-class assessments may be conducted individually or in groups. Should a teacher candidate be absent when the in-class assessment is completed, he or she will not earn the points assigned to the in-class assessment. Make-up work will not be assigned for the in-class assessment.

NOTE: If you have difficulty preparing written assignments, help is available at the Student Success Center (SSC) located in Langdale Residence Hall. The SSC is available to all students and provides free peer tutoring in core curriculum courses, including biology, chemistry, math, writing, and foreign languages. The SSC also provides free professional academic advising and on-campus job information in one location. Call to make an appointment, or visit the website: www.valdosta.edu/ssc

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section. Point values for all assessments are listed below.

Assignments	Points
1. Reading Assignments (5@10pts each)	100
2. Contextual Factors / Context for Learning	100
3. Lesson Plan (taught in practicum)	100
4. Assessment Inventory	100
5. Educational Philosophy	50
6. Co-Teaching Model Reflection	100
7. Midterm	100
8. Final Exam	100
	Total Points 750

If "0" points are earned in any of the above categories, the candidate will be ineligible to receive a grade of "A."

Grade Scale:
A = 90-100%   (675-750)
B = 80-89%   (600-674)
C = 70-79%   (525-599)
D = 60-69%   (450-524)
F = 59% and below (Below 450)

NOTE: To provide the best possible learning experience it may be necessary for the instructor to change, adapt, or adjust the requirements, evaluations, activities and /or schedule as presented here. As the instructor of this course I reserve the right to add or delete assignments and other requirements depending upon the progress made by the class.

* The final examination for this course will be held according to the Registrar's posted Final Exam schedule.

ATTENDANCE POLICY

Teacher candidates are to attend all class sessions; arrive promptly for class; actively participate in class discussions, groups, and activities; and call or email the instructor in case of an emergency. All assignments and class activities are the teacher candidate's responsibility. If you are absent from class, please ask another member of the class to collect handouts and other materials distributed in class to ensure that you have all the course materials.

Please be familiar with the attendance policy as stated here. You are expected to attend every class for the full session. This is an activity-based class; you must participate to be successful. You will not receive the points for the in-class activity if you are not in class to present or complete the in-class activity. Attendance, including tardies (arriving more than 5 minutes late) and early departures (leaving more than 5 minutes before the end of class), will be recorded. Three tardies and/or early departures will count as one absence. One absence will be allowed with no penalty. **Each subsequent absence** will result in the deduction of **25** points from the total possible points earned for the semester. NOTE: Absences resulting from extenuating circumstances will require documentation.

As per VSU policy (stated below), a teacher candidate who misses more than 20% the scheduled classes of a course will be subject to receiving a failing grade in the course.

*"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination... Instructors are required to maintain records of class attendance. The unexcused absence or "cut" is not regarded as a student privilege. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up of work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*http://catalog.valdosta.edu/undergraduate/academic-affairs/)

(Please note that at the end of every semester the ECSE faculty meet to discuss the total number of times each teacher candidate has been absent or tardy in his or her ECSE and ECED classes during the semester. This information may be added to the student's ECSE "University Instructor Evaluation of Teacher Candidate Dispositions" form.)

PROFESSIONALISM

- As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL: http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf and also in your section of BlazeVIEW. Failure to follow the Code of Ethics for Educators will result in disciplinary actions through the College of Education Professional Improvement Plan process.

- Appropriate professional behavior is expected of all teacher candidates at all times. Your professionalism in this course must be of the highest standards. Included within the realm of professionalism is your ability to interact appropriately with other teacher candidates and the instructor. Confidentiality of student records and student information that you will obtain during your practicum

experiences are also of the utmost concern. Unprofessional behaviors will be addressed by the instructor and will be recorded on the University Instructor Evaluation of Teacher Candidate Dispositions form which is completed at the end of the semester in collaboration with other Professional Semester 1 instructors. A Professional Improvement Plan may also be completed for unprofessional behavior.

- This course is offered as a face-to-face course. Some assignments and other information and materials will be available online (BlazeVIEW). Therefore, check your course section in BlazeVIEW (http://www.valdosta.edu/academics/elearning/blazeview-d2l.php) frequently to obtain course content and updated information. If you have difficulty with BlazeVIEW, contact the VSU Center for eLearning: 229-245-6490 or blazeview@valdosta.edu or contact the Desire2Learn Help Center that is available to students and faculty 24/7, 365 days a year for technical support:
  Toll Free 1-855-772-0423
  Toll Free for Hearing Impaired 1-800-892-4315

- Arrive for class on time and prepared by having read all assigned materials, including the textbooks and other materials distributed during the semester.

- Sign the Class Sign-in Sheet at every class meeting (even when arriving late to class).

- Plan to stay for the entire class period.

- Remain on task and actively participate in class activities and discussions.

- Avoid distracting yourself, others, and the instructor during class by turning off (or making inaudible) all cell phones, pagers, or other electronic devices. Cell phones must be packed away during individual and group presentations, during guest lectures, and during in-class quizzes, tests, and exams. Texting during class is discouraged as it prevents active engagement in class and group activities. If the instructor perceives that texting and other uses of a cell phone not related to this class are excessive, the issue will be recorded on the *University Instructor Evaluation of Teacher Candidate Dispositions* form and a Professional Improvement Plan may be completed. If you have extenuating circumstances in which you need your cell phone during class, inform the instructor before class.

- Use of laptops/iPads, etc. during class time is allowed for instructional/academic purposes for this course only. Laptops/ iPads, etc. may not be used to access email or websites not related to class discussions/activities, to work on assignments for other classes, or for checking social networking pages (such as Twitter, Facebook, etc.). Teacher candidates who violate this policy will lose the privilege of using these types of devices in class. These types of devices must be packed away during individual and group presentations, during guest lectures, and during in-class quizzes, tests, and exams.

- Contact the instructor concerning missed assignments.
  NOTE: If you experience extenuating circumstances (illness, emergency, etc.) that will require more than one absence, please contact the Office of the Dean of Students at 229-333-5941 / http://www.valdosta.edu/administration/student-affairs/contact-us.php and give them the details of your illness/emergency. They will notify all of your instructors of the situation.

- Use only VSU e-mail accounts for corresponding with the instructor for this course. Please check your

VSU e-mail at least once a day. <u>Be sure to check your Junk Email box</u>. When e-mailing the instructor of this course for any reason, place the name of the course and the section in the subject line (for example: ECSE 3010 Section _). If you have problems with your VSU email account, call the Information Technology Help Desk (229-245-HELP).

- In the interest of maintaining an environment free of disruptive behavior and conducive to learning for VSU students and faculty, children without a legitimate campus interest are not permitted to linger in classrooms.

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.

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: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.

SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at:http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.