

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

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**ECSE 3020  
Intermediate Assessment, Planning, and Instruction  
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\***

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

**Prerequisites: Appropriate 2999 course, ECSE 3010. This is a checkpoint course, and checkpoint requirements must be met.** The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction. Grades 1-3 to meet the diverse and individualized needs of the students. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a co-requisite of this course.

## REQUIRED TEXTBOOKS

Borich, G.D. (2014). *Effective teaching methods: Research-based practice*. Upper Saddle River, NJ: Pearson.

Chappuis, J. (2015). *Seven strategies of Assessment for Learning*. 2<sup>nd</sup> Edition. Upper Saddle River, NJ: Pearson.

## COURSE OBJECTIVES

The teacher candidate will:

1. Design and implement developmentally and/or age appropriate and academically challenging learning experiences using knowledge of cognitive, linguistic, social, emotional, and physical areas of learner development. (InTASC S1; DL2.1, DL2.2)
2. Design and implement developmentally and/or age appropriate and academically challenging learning experiences using knowledge of personal, cultural, and community factors that learners bring to the classroom. (InTASC S1; DL2.1, DL2.2)
3. Implement lesson plans that incorporate the appropriate Georgia mandated P-5 standards. (InTASC S4 and S7; TL2.1, TL2.2)
4. Plan instruction that is sequential and supports every learner in meeting learning goals and objectives through the use of appropriate and evidence-based strategies to include summarizing and note-taking; homework and practice; and cues, questions, and advanced organizers. (InTASC S1, S7 and S8; CPL2.3, TL2.3)
5. Plan, implement, and manage a series of three sequential lessons that incorporate a collaborative learning environment and demonstrates learner positive social interactions active engagement in learning and self-motivation. (InTASC S3; DL2.3)
6. Collect learner data from appropriate formal and informal assessments and use these data to make appropriate instructional decisions. (InTASC S6; AL2.1, AL2.2)
7. Integrate the academic discipline of health and/or physical education in a lesson of sequential instruction. (InTASC S4; CPL2.1)
8. Integrate technology in a lesson of sequential instruction. (InTASC S4; CPL2.1)
9. Revise and incorporate the appropriate Georgia mandated P-5 standards in lesson plans.
10. Use the techniques to the alternative (differentiated) teaching model of co-teaching in the 4-5 grade classroom.
11. Identify and describe a variety of classroom approaches to differentiate instruction including content process, product and environment to meet the needs of diverse learners. (InTASC S2; FL2.1)
12. Identify and describe the Response to Intervention Process and how it meets the needs of diverse learners.
13. Describe the elements of the individualized education program (IEP) and Section 504 Plans that are required to meet the needs of diverse students.

## COURSE REQUIREMENTS

- *Context of the Learner:* Candidates will describe the learners following the ECSE Contextual Factors from each specific practicum placement.
- *Diverse Learner Reflection and Analysis:* Candidates will describe personal, cultural, and community assets that learners bring to the classroom. Additionally, candidates will describe students' prior knowledge by addressing what students know and what they are able to do as it pertains to the objectives of a lesson. Finally, candidates will explain how their understanding of students' prior knowledge and personal, cultural, and

community assets informed their instructional planning.

**\* This is a required key course assessment of diversity proficiencies and should not be modified or removed from this course without the approval of the program faculty.**

- *Sequence of Instruction:* Candidates will design and implement a series of sequential lessons using the appropriate Georgia mandated P-5 standards in the content area with embedded literacy, health/physical education, and technology skills. Candidates will provide evidence that research-based instructional strategies and developmentally appropriate language are incorporated to engage learners in relevant learning experiences.

**\* This is a required key course assessment of content pedagogy and should not be modified or removed from this course without the approval of the program faculty.**

Candidates will use the departmental lesson plan guidelines to develop three sequential lessons.

- One lesson will integrate technology.
  - One lesson will integrate health and/or PE
  - One lesson will integrate one of the research-based strategies for increasing student achievement.
- *Tiered Lesson Plan:* Candidates will design a lesson that is differentiated using the appropriate Georgia mandated P-5 standards intended to meet the needs of all students. Candidates will provide evidence that research-based instructional strategies and developmentally appropriate language are incorporated to engage learners in relevant learning experiences.
- *Presentation of Engagement Strategies:* Candidates will be assigned to explore and present two engagement strategies. Using this information, the candidates will be expected to individually describe a research-based engagement strategy by explaining and modeling. An assigned strategy will be presented as a group project. This presentation will include modeling of how the particular strategy may be integrated to increase engagement of learners.
- *Reflection on Alternative Teaching:* Candidates will be required to provide instruction using the Co-teaching model of Alternative Teaching. A reflection based on this experience will be completed.
- *Midterm Exam:* Candidates will take a midterm exam requiring application of the learning that occurred throughout the first half of the semester.
- *Final Exam:* Candidates will take a final exam requiring application of the learning that occurred throughout the course of the semester.

- **Class Participation:** Because many of the topics and considerable content covered in the course are taught and communicated by way of class demonstrations, class activities, and class discussions, attendance is crucial for a full understanding of course material. Therefore, attendance will be a factor in computing your grade. In addition, class sessions will begin with a quick write over the week's material/reading as a formative assessment of understanding and application.

## COURSE REQUIREMENTS - ADDITIONAL INFORMATION

**Preparation of written work:** This is an upper-division university course, so you are expected to exhibit competence in your written work. In addition, given that the focus of this course is teaching and learning, it is essential that you demonstrate *high levels of literacy* for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, your written products in this course will be graded not only for substance in your writing (clarity, depth, insight) but also with regard to the form of your written work (how you present the information stylistically). Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process. *Lastly, all written assignments must be double-spaced with 1" margins using a 12-point font. Any references should follow the APA format.*

## COURSE EVALUATION

Course Requirement	Percentage of Grade
Contextual Factors	20
Diverse Learner Reflection and Analysis <b>* This is a required key course assessment of diversity proficiencies and should not be modified or removed from this course without the approval of the program faculty.</b>	20
Sequence of Instruction <b>* This is a required key course assessment of diversity proficiencies and should not be modified or removed from this course without the approval of the program faculty.</b>	50
Lesson Plans 3 @ 10	30
Tiered Lesson Plan	20
Engagement Strategy Presentations 2 @ 20 points each	40
Alternative Teaching Reflection	50
Midterm Exam	50
Final Exam	30
Class Participation	30
<b>Total Possible Percentage</b>	<b>340</b>

Grades: A = 340-306, B= 305-272, C= 271-238, D= 237-204, F= 203 or below

**Grading Scale**    A: 90-100%    B: 80-89%    C: 70-79%    D: 60-69%

*Any score at or below a 68 percent is a failing grade (F).*

### **ATTENDANCE POLICY**

Attendance is a professional obligation; therefore, class attendance is mandatory! If you will be absent, tardy or plan to leave class early, you should model professionalism and **phone or email the instructor PRIOR TO class**. You are also expected to **provide documentation** to request an excused absence in extreme cases when an absence is necessary (serious illness/hospitalization, death in immediate family, car accident, etc.). Absences will affect your final grade, as attendance and participation points will be taken weekly. **It will not be possible to make up unexcused attendance and participation points.** "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... 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 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" (VSU Undergraduate Catalog 2013-2014, p. 77).

### **LATE WORK**

For this course, all work must be submitted on or before assigned due dates/times via BlazeVIEW Assignment dropboxes, unless otherwise noted. Late work will not be accepted without penalty unless there is a case of serious illness, accident, death or an emergency that falls within the attendance policy above. Remember that any such absence and late work submission must be documented and verified and communicated to the professor **PRIOR** to absence/due date. All assignments are due at the beginning of the class period on the due date. **Assignments turned in AFTER THE DUE DATE/TIME will not receive full credit.** This policy applies to participation and all products of learning and will be strictly enforced.

### **Dismissed from practicum placement**

If the teacher candidate is dismissed from his/her practicum site and cannot complete the course requirements, the student will receive a grade **no higher** than a "D" and will have to repeat the class.

**Student Substitute** – If a student is absent from class, it is the student's responsibility to get their "substitute" to get class handouts or notes for that day.

## **CELL PHONE/LAPTOP POLICY**

This is an ECSE Department course and use of technology is encouraged. However, cell phones must be turned off and put away before entering the classroom. Therefore, **students will not talk on their cell phone or send, receive or check text messages in the classroom.** Cell phones must be put away and out of sight at all times. Laptop use for note taking is encouraged. Other use (reading emails, surfing unrelated websites) is prohibited. Special seating arrangements will be made for those choosing to use their laptops for notetaking. Since inappropriate communication/technology use would interfere with your participation, points will be deducted from your in-class activity grade if any student does not adhere to this cell phone/laptop policy. In case of an emergency, please let me know to make special arrangements.

## **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>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

Attendance, punctuality, preparedness, active participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening, and a willingness to participate in discussion and interactive activities. Being collegial means sharing your ideas and showing respect for other people's thinking- even if different from your own. Throughout this course, we will concentrate on encouraging and supporting one another throughout our journey to discover the most effective ways to provide appropriate literacy instruction in the elementary classroom. *Please keep in mind that technology should not interfere with your ability to actively participate in class. Failure to participate, due to use of technology, may result in a deduction of points from your participation grade.* Remember also, that as a student at Valdosta State University, you are bound and protected by the policies and practices of academic honesty specified in the full text of Academic Honesty Policies and Procedures found on the Academic Affairs website ([http://www.valdosta.edu/academic/Academic\\_HonestyatVSU.html](http://www.valdosta.edu/academic/Academic_HonestyatVSU.html)). *All academic work must meet the standards contained in the Academic Honesty Policies and Procedures for Valdosta State University. All students are responsible to inform themselves about those standards before performing any academic work.*

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

**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](mailto:titleix@valosta.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](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. 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>.