

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

EDAT 6000
Professional Decision Making
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

Website: <http://www.valdosta.edu/coe/sec/>

COURSE DESCRIPTION

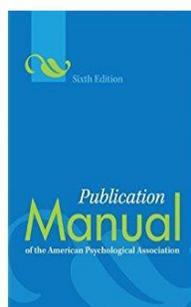
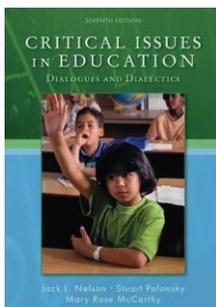
Preparation for making informed decisions about effective practices, assessment of learning, and professional actions that will enable educators to optimize both instructional performance and student achievement. This course will focus on the self-assessment of individual student understanding and application of master teacher outcomes based on National Board for Professional Teaching Standards.

Rationale

In order to deliver instruction in the most effective manner, teachers must successfully navigate the pedagogical and professional issues specific to the teaching field. The decisions practitioners make regarding the instructional, ethical, legal, political, and other aspects of education not only impact student achievement, but can have potentially career-changing consequences for the teachers involved.

This course is designed to prepare educators to make informed decisions about effective practices, assessment of learning, and professional actions that will enable them to optimize both instructional performance and student achievement. In addition, this course will focus on the self-assessment of individual student understanding and application of master teacher outcomes based on National Board for Professional Teaching Standards.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS



1. Nelson, J.L., Palonsky, S., & McCarthy, M.R. (2010). *Critical issues in education: Dialogues and dialectics (7th Ed.)*. Boston, MA: McGraw Hill Higher Education. ISBN 978-0-07-337864-0
2. Essex, N. (2010). *Teacher's Pocket Guide to School Law (3rd Ed.)*. Upper Saddle Ridge, NJ: Pearson. ISBN-10: 0133351912 ISBN-13: 9780133351910
3. American Psychological Association (2009). *Publication manual of the American Psychological Association (6th edition)*. Washington, DC: Author. Also, consult the website at www.apastyle.org/elecref.html

***VSU students are required to have a LiveText software account for this course and the EDAT program. This can be purchased from <http://college.livetext.com/purchasing/> . Other students are required to purchase the software adopted by their university where they are enrolled.**

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards and CAEP Theme Matrix for all educator preparation courses*) [CAEP Theme Matrix Identifiers]

The student will be expected to (upon completion of the course):

1. Be accountable for professional behavior at their work site. (*InTASC 9 & 10*)[A-DL₂, A-EDL₂ & A-EDL₃]
2. Be knowledgeable of legal and ethical issues of being a teacher. (*InTASC 9*)[A-DL₂, A-EDL₂ & A-EDL₃][A-DL_{3a}][A-ED_{3A}]
3. Know procedures for involving parents and community members within the educational goals and activities of the school and classroom. (*InTASC 1, 9, & 10*)[A-TL₂ & A-TL₃][A-TL_{3a}]
4. Be knowledgeable of community and school resources and methods for referral that support students' learning and well-being. (*InTASC 1, 2, 3, 4, 5, 6 & 8*)[A-TL₂, A-TL₃ & A-DL₃]
5. Be knowledgeable of how to develop and critique pre- and posttests for a unit of study and the importance of assessing at every level of learning. (*InTASC 6 & 7*)
6. Be knowledgeable of best teaching practices that have proven to be effective and have a positive impact on student learning. (*InTASC 5, 6, & 8*) [A-TL₂ & A-TL₃]
7. Demonstrate by production of an electronic professional teaching portfolio, professional teaching characteristics that exemplify VSU College of Education Conceptual Framework Principles. and Standards (*InTASC 1 - 10*)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Candidates are responsible for completing all assignments.
2. All work submitted for credit must be word processed using APA 6th Ed **Times New Roman 12 pt. font** and using **1 inch margins, etc.**)
3. By taking this course, you agree that all required course work may be subject to submission

for textual similarity review.

COURSE EVALUATION

All assignments are due on designated dates listed on the Course Schedule and will be evaluated only if completed in APA 6th Ed. (*e.g., Running head, title page, References, Appendices if applicable*).

Course Assignments

Assignment instructions and due dates established are tentative and the instructor reserves the right to make appropriate revisions during the semester.

Assignment	Point Value
Syllabus/Course Schedule and APA Quizzes	10
Discussions	5
Reading Quizzes	20
Ethics Analysis	15
Ethics Case Study	20
*Professional Development Plan A-DL_{3a} & A-EDL_{3a}	20
*Professional Development Plan PowerPoint A-tL_{3a}	10
Total points	100

***Bold indicates a LiveText key assessment under the CAEP Theme Matrix**

ATTENDANCE POLICY

This is an online course, so attendance is checked by log-in participation and submission of assignments.

LATE ASSIGNMENT POLICY

All assignments must be submitted by 23:59 pm on the date listed.

It is critical that assignments be submitted on time to allow your instructor time to provide feedback in a timely manner. You are encouraged and expected to submit assignments before the due date. Late work will not be accepted after deadline except in cases of emergency such as death in the family or serious illness. Technology issues such as computer crashes or thunderstorms do NOT count as emergencies.

Plan to get your work submitted early and have at least 2 backup plans (e.g., USB drive, CD, Dropbox.com, home and work computers, etc.) in case of technology problems.

Consult the maintenance schedule on the Homepage and plan ahead for submitting assignments, quizzes, and discussions. **E-mail the instructor through the course e-mail ONLY.**

Positively Impacting Learning Through Evidence-Based Practices

GRADING SCALE:

Note: A student receiving 0 points on any assignment or quiz will not be eligible to receive an A in this course.

*VSU students: If a “0” is issued for the assignment, a final grade of an “F” is assigned for the course (if LiveText assignments are not correctly submitted).

Letter Grade	(%)
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Detailed descriptions of all assignments can be found within each course module.

NOTE: If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A. Also note that there is no provision in this course for late submissions.

If adjustments are made during the course the grades will be pro-rated accordingly.

Note: It is imperative that VSU students complete the course *LiveText requirements*. *Failure to do so will result in loss of credit for those assignments.*

All assignments must be submitted by 23:59 pm EST on the due date listed on the course schedule.

ASSIGNMENT OF AN “INCOMPLETE”

According to the VSU Policy “A report of I (incomplete) indicates that a student was completing satisfactory work at the end of the term but, for **non-academic reasons**, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student’s enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an “I” is not changed to a letter grade within one calendar year, it will be changed to the grade F [or U, if appropriate]” (Valdosta State University, 2008).

Candidates should also note that it is the candidate’s responsibility to secure and fill out the paperwork to obtain an incomplete. Candidates may access the form at <http://www.valdosta.edu/academics/RequestforIncomplete.shtml> . However, please note the final decision to award an incomplete rests with the instructor. Therefore, this grade will only be issued in cases of extremely extenuating circumstances.

PROFESSIONALISM

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.

- Include your name, course, date and title on each assignment.
*Naming attachments: Last Name Course Assignment
e.g., Smith Ethics Case Study
- Papers must be typed, double-spaced in an appropriate APA 6th Ed. Times New Roman 12 pt font style and size, 1" margins with no spelling or grammatical errors.
- Assignments will be graded on content, composition, spelling, punctuation, and grammar.
- Proofread and correct papers before they are submitted. Use the Spelling & Grammar check on your computer. If you need assistance with your writing skills, help is available from the Writing Center online and/or on campus.
- In papers, ideas obtained from sources must be documented using APA 6th Ed. This includes a full citation – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

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.

Direct Link: <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

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.

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**

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](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). 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.

- 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, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; 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 textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.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.

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. 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>.