

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

EDET 8001
Teacher Leadership Residency I
1 SEMESTER HOUR

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

GaPSC TEACHER LEADERSHIP STANDARDS (TLS)

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

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

COURSE DESCRIPTION

Clinical hours related to Teacher Leadership Standards 2, 4, and 7. Candidates complete clinical practice in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving in at least two school settings and with at least two stakeholder groups.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

A *LiveText* software account is required. Graduate students should purchase the three-year edition, and it must be purchased online.

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

COURSE OBJECTIVES (Show alignment to InTASC [Interstate Teacher Assessment and Support Consortium] Model Core Teacher Standards for all educator preparation courses).

Upon completion of this course, the student will be able to

1. Work with stakeholders to promote a school culture fostering excellence and equity in teaching and learning (InTASC Standards 1, 2, 3, 9, 10; TLS 2, 7; A-DL_{1.1}, A-DL_{2.1})
2. Apply research related to change to engage colleagues in a collaborative learning community (InTASC Standards 3, 9, 10; TLS 2, 7)
3. Identify and model best practices in pedagogy (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; TLS 4, 7)
4. Serve as a mentor and coach for other educators (InTASC Standards 3, 9, 10; TLS 4, 7; A-EDL_{2.1}, A-EDL_{2.2})
5. Exhibit strong interpersonal skills and effective working relationships in collaborations with stakeholders (InTASC Standards 1, 3, 9, 10; TLS 2, 4, 7; A-FL_{2.1}, A-FL_{2.2})
6. Promote effective communication and collaboration with diverse groups (InTASC Standards 1, 2, 3, 9, 10; TLS 2, 4, 7)
7. Facilitate dialogue supporting student achievement goals, including goals related to special needs populations and English Language Learners. (InTASC Standards 1, 2, 3, 6, 7, 8, 9, 10; TLS 2, 4, 7)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

This course is evaluated with performance assessments and through documentation provided by the candidate. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important professional and pedagogical knowledge as outlined by the Conceptual Framework Standards and the Georgia Teacher Leadership Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial “participation” assignment.

Assignments in this course have detailed guidelines provided within the course materials. You are completing two projects. The first is titled **Collaboration with Families and the Community**, and the second project is **Adult Learning and the Collaborative Culture**.

EDET 8001 Project 1: Collaboration with Families and the Community

This project focuses on a situation in which you will concentrate on improving the collaboration and interaction of you and your colleagues in their work with families and the community. Please note that this project can address a need on which your system has been working, but remember that all activities in the project must be addressed. Specific instructions and directions for reporting are provided in course materials.

EDET 8001 Project 2: Adult Learning and the Collaborative Culture

This project focuses on a group of colleagues (minimum of three) with whom you will work on a specific task or project and who reflect different stages of career development, different backgrounds, and different perspectives. You will be applying strategies of adult learning across your teacher leadership activities with this group in order to promote collegiality and improve instruction and student learning. Specific instructions and directions for reporting are provided in course materials.

LiveText. Both of your completed Project Final Reports and the Artifacts will be submitted through LiveText in your electronic portfolio. The Observation and Use of Data Project Final Report and the Artifacts must be submitted to LiveText in order to receive course credit.

Teacher Leadership Projects, Grading, and GACE

There are three Clinical Residency courses with two projects each. Your projects each semester will address Georgia Teacher Leadership Program Standards and will provide you with the opportunity to expand your leadership skills while sharing in the joy of professional improvement with other educators.

Projects that you complete in the clinical residency courses, as well as specifically designated projects in your professional coursework, are aligned with performance requirements for Teacher Leaders, and completion of those projects moves you toward preparation for submission of GACE documents. If you look at the tasks on the GACE Teacher Leadership website, you will see much of the same language that you see in these course projects, and that language is used in VSU courses by written permission of the Educational Testing Service (ETS).

However, we cannot specifically grade your work by applying the rubrics and points that ETS will use in scoring. Because these projects are similar to the tasks you will be required to submit to GACE, the scoring will be Satisfactory or Unsatisfactory (S or U). To receive a grade of Satisfactory on a project, you must complete the elements required in the project instructions, and you must complete the associated Project Report.

But - - a grade of Satisfactory means that most required elements of the task were present. The Educational Testing Service GACE in Teacher Leadership regulations do not allow course instructors to use the GACE rubrics (those rubrics are available on the ETS website) to grade a project that is similar to a GACE task. ETS has given us permission to use the same language used on the GACE so that students can have guidance in the projects, but instructors are specifically not allowed to apply the rubric and grade a project.

Bottom line: A grade of Satisfactory given by VSU does not assure that you will receive a passing score on that GACE task. It does indicate that you have completed a project that has potential for submission as a GACE task. In preparing for GACE submission, you will need to look carefully at task requirements and compare your work to the rubrics.

You also must be very careful to save (in more than one place!) all documents related to each project in order to have what is necessary to complete your GACE submissions.

Valdosta State University's Ed. S. in Teacher Leadership has pursued the strongest possible alignment allowed in order to provide candidates with the greatest preparation for submission to the GACE in Teacher Leadership. The more carefully you design, implement, and write about your project work, the better your preparation for submission will be.

COURSE EVALUATION

Evaluation of Teacher Leadership Residency Assignments: Each assignment must be evaluated as Satisfactory for candidate to receive a grade of Satisfactory for the course. To receive a grade of Satisfactory, the work must at least show proficiency (the candidate's work meets criteria and expectations and all desired behaviors were displayed and performed correctly) or at a distinguished level (the candidate's work could be used as a model to teach others). Work will be scored Unsatisfactory if it indicates the need for additional study and practice and/or if the desired skills and behaviors are not adequately displayed and reporting is not adequate.

Assessor: Each assignment will be evaluated by the university member of the Candidate Support Team with input from the school-based member of the Candidate Support Team.

ATTENDANCE POLICY

The Course Schedule serves as the timeline for all course activities and submissions. There is not a provision in this course for late submissions.

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. 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 publication; 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).

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@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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 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.