

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**EDUC 5999 TA
PROFESSIONAL ORIENTATION
0 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*

INSTRUCTOR

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COURSE DESCRIPTION

Graded “Satisfactory” or “Unsatisfactory.” Required non-credit course for all advanced teachers and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText software will be used throughout your professional program and is introduced in this course.

[\(https://www.livetext.com/\)](https://www.livetext.com/)

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

1. Students will meet all admission to teacher education requirements and document meeting those requirements.
2. Students will demonstrate knowledge of expectations of the profession, including current codes of ethics, professional standards and practice, and relevant laws and policies (INTASC S9, O- EDL_{1.1}).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will meet all admission requirements and document meeting those requirements. These requirements are:

1. Provide proof of Teacher Certification.
2. View the LiveText videos.
3. Purchase and activate your LiveText account.
4. Complete the Advanced Educator Dispositions Form.
5. Do LiveText Practice 1.
6. Complete the Pre-Program Skills Survey.
7. Ed.S. students only: Personalize your Field Experience Log.
8. Return a signed Administrator's Assurance Form.
9. Read Georgia Code of Ethics for Educators. Then complete a quiz on ethics (must score 100%).
10. Read Plagiarism Policy COE and Plagiarism Tutorial. Then complete a test on plagiarism.

If you are NOT currently employed by a public school system, then you must also complete the following:

11. Complete a criminal background check and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

12. Provide evidence of current professional liability insurance and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

COURSE EVALUATION

In order to earn an “S” (satisfactory grade) in this course, the assessments/activities described immediately above are required.

PROFESSIONALISM

The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & 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, alliance building, conflict resolution, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that are required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional, appropriate remedial action will be taken.

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.

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 at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) 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.

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.

STUDENT OPINION OF INSTRUCTION

This is a non-credit course, and the Student Opinion of Instruction (SOI) should not be completed for this course. Student may be asked to complete a survey regarding the quality of this online training/course. The results will be used to improve the quality of this online course.