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

**FLED 4800**
**Professional Development Seminar**
**2 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**
  **(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**D**ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**E**quity Principle: All learners deserve high expectations and support.

**P**rocess Principle: Learning is a lifelong process of development and growth.

**O**wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**I**mpact Principle: Effective practice yields evidence of learning.

**T**echnology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**S**tandards Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards**

The Interstate New Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers, works to continually develop model standards for licensing new teachers. These standards represent a common core of teaching knowledge and skills that will help all students acquire 21$^{st}$ century knowledge and skills.

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*

## COURSE DESCRIPTION: FLED 4800

**Prerequisite: Senior Standing. Co-requisite: FLED 4790.** The capstone experience requiring student teachers to reflect upon their teaching experiences through interaction with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required. (2 hrs)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1) The First Days of School; Harry K. Wong Publications; 978-0962936029
2) An active VSU e-mail account and LiveText account:
   http://www.college.livetext.com


COURSE OBJECTIVES

The student teacher will:

1. Demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (GPS Standards) and local (textbooks, curriculum guides, etc.) (InTASC S1, S3, S4, S5, S6, S7, S8, TL 3.1,FL3.2, CPL3.1)
2. Demonstrate knowledge of, skill in, and acceptance of individual and group needs of pupils of differing economic, social, racial, ethnic, and religious backgrounds and with handicapping conditions with whom they work when planning lessons and during day-to-day interactions (InTASC SI, S2, S3, S7, DL3.2, FL3.2)
3. Demonstrate teaching competence by implementing lesson plans (InTASC S1, S2, S3, S4, S5, S6, S7, S8, TL3.1, FL3.2, CPL3.1)
4. Demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, evaluating student learning to improve planning and practice, and using technology to provide learners with the means by which to use data to manage their own learning. (InTASC S5, S6, TL3.1, TL3.2, AL3.1, AL3.3, FL3.2, EDL3.1, TL3.2)
5. Demonstrate competence in creating/maintaining appropriate learning environments (physical and affective). (InTASC S2, S3, FL3.2)
6. Employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7, FL3.2)
7. Demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S9, S10, EDL2.2, EDL3.1)
8. Demonstrate knowledge of legal and ethical issues of being a teacher. (InTASC S9, EDL2.2, EDL3.1)
9. Demonstrate knowledge of procedures for applying for and interviewing for teaching positions. (InTASC S10, EDL2.1)
10. Demonstrate skill as a reflective practitioner/professional. (InTASC S9, S10, EDL3.1)
11. Examine multiple sources of data to assess the impact of current practices on meeting diverse learners' needs and make adjustments in practice to meet diverse students' needs (InTASC S1, S2, S3, S6, S7, S8, DL3.3)
12. Model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (InTASC S4, S5, FL3.3)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**
(Linked to Course Objectives. Some assignments should be submitted through the LiveText portfolio.)

1. Candidates will attend all required seminar sessions at designated dates and locations and candidates will actively participate in discussions and class activities. Candidates will prepare work in advance in order to fully participate in weekly discussions. See Seminar Schedule for meeting times and locations. (CO 8, 9, 10)
2. Candidates will participate in seminar discussions regarding classroom management techniques, creating a positive learning environment, collegiality and professionalism, making adjustments to instruction to meet diverse learners' needs, **as well as related legal and ethical issues in the school setting**. The discussions will take place both in class and online. (CO 5, 6, 7, 8, 10, 11)
3. Candidates will develop pre- and posttests, a results critique, a class profile, and lesson plans that will be used in conjunction with a unit being taught during solo teaching. Data will be analyzed qualitatively and quantitatively for the whole class and for three focus students with diverse needs. All of these items are part of an ISLA (Impact on Student Learning Assessment) that will be submitted into LiveText. (CO 1, 2, 3, 4, 5, 11)
4. Candidates will submit a *Summative Cultural Research Paper* to LiveText. This paper will demonstrate the candidate's ability to understand and explain main ideas and key details of authentic "texts" in the target language. (CO 2, 10)
5. Candidates will prepare and submit an edTPA portfolio assessment that consists of three tasks: planning, instruction, and assessment **of diverse learners**. Candidates will complete each edTPA task according to the timetable that is posted to the course on BlazeVIEW and they will follow all guidelines listed in the edTPA World Language handbook. (CO 1, 2, 3, 4, 5, 6, 10, 11, 12)

**COURSE EVALUATION**

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section.

1. Attendance and Participation (20%)

   There will be weekly scheduled seminar sessions that are mandatory. The discussions and reflections that take place during these sessions will guide candidates' growth during the student teaching semester and will give them the opportunity to share problems and concerns. Teacher candidates will have the opportunity to seek and offer advice in a non-threatening environment. Additional seminar sessions may be added throughout the semester as needed.

   Note: Failure to prepare edTPA assignments on time will negatively affect the candidate's ability to participate in the weekly seminar discussions and may result in failure of the course.

2. Readings and Discussions (20%)

   There will be weekly assigned readings from the texts. Related discussion questions will be posted on the course website. Teacher candidates will answer the questions and engage in thoughtful discussion. Discussions will be graded according to a rubric that is posted on BlazeVIEW. (ED2a) ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

3. Impact on Student Learning Assessment (20%)

   As part of the course, each student teacher will complete an Impact on Student Learning Assessment (ISLA) assignment. Candidates will develop pre- and posttests, results critique, a scope, a class profile and lesson plans that will be used in conjunction with a unit being taught during solo teaching. Candidates will analyze their impact on student learning quantitatively and qualitatively for the whole class and for three focus students. Final data will be submitted on LiveText and turned into the University Supervisor and the College of Education and Human Services. (AL3a) ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

4. Summative Cultural Research Paper (20%)

   This paper will demonstrate the candidate's ability to understand and explain main ideas and key details of authentic "texts" (textbook readings, newspaper articles, audio/video recordings, etc.) from within appropriate historical and cultural contexts. The paper must:

   - Correlate knowledge of social, political and literary history to specific literary works.
   - Discuss the ways that selected literary works reflect some aspects of the societies in which they were produced.
   - Identify some of the religious, political, economic, and cultural factors that influenced the literary production in Spain, Latin America, France or Francophone countries.
   - Express and defend your opinions on key figures, events and concepts in Hispanic or French civilization and culture.
   - Reflect on how the cultural topic could be taught to diverse learners.

   The candidate will revise and review the paper, edit it for grammatical errors, and analyze the paper to be sure that it addresses the following issues:

Does the paper show connections between the perspectives of a culture, its practices and its products?

- ➢ Was a literary or cultural text used to reflect on or interpret the perspectives of target cultures over time?
- ➢ Did literary or cultural text in the target language help to understand a particular culture's viewpoint?
- ➢ How could this topic be taught to diverse secondary students?

The final paper will be submitted to LiveText. (DL3a) *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

5. Completion and submission of edTPA portfolio (20%)

The edTPA portfolio will demonstrate the candidate's ability to effectively plan, instruct, and assess **diverse learners**. Candidates will complete the three edTPA tasks (planning, instruction, and assessment) according to the timeline that is posted on BlazeVIEW and according to the guidelines that are listed in the edTPA World Language handbook.

Note: Failure to complete edTPA tasks by the specified deadline may result in failure of the course.

## GRADING COMPONENTS

| | |
|---|---|
| Attendance and Participation | 20% |
| Readings and Discussions | 20% |
| ISLA | 20% |
| Cultural Research Paper | 20% |
| edTPA Portfolio | 20% |
| | 100% |

## GRADING SCALE

**S**   **Demonstrates an acceptable level of performance**: Final course grades of 70% or higher will result in a grade of S.

**U**   **Fails to demonstrate acceptable level of performance**: Final course grades of 69% or lower will result in a grade of U.

## ATTENDANCE POLICY

The Modern and Classical Languages Department has a policy of no excused absences. If absences are necessary due to emergencies or illness, the university supervisor and the Modern and Classical Languages Department Chair must be notified at the earliest possible time.

**PROFESSIONALISM**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code Of Ethics for Educators can be reviewed at: http://www.gapsc.com/Professionalpractices/NEthics.asp

NCATE defines dispositions as the "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth" (Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, NCATE, 2002). Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi.

Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.
The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml)
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml)

SECOND OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## 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

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.

**MEETING SCHEDULE**

Course meetings will not be held weekly, however they will be called at a number of times during the semester.

Notification for required meetings will be given at least 1 week in advance; teacher candidates should check their Valdosta email at least once per day for these and other notifications.

Pending approval from mentor teachers, some EdTPA preparation meetings will be held early in the semester.

**Notes**: Students will post classroom management plans, lesson plans, reflections, and discussions on BlazeVIEW. Instructions and due dates are listed on the course (FLED 4800) on BlazeVIEW.