MSED 7000

PROFESSIONAL DEVELOPMENT SEMINAR

THREE SEMESTER HOURS

Fall 2013

Dewar College of Education and Human Services

Valdosta State University

Department of Middle Grades & Secondary Education

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Conceptual Framework: 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 BOARD FOR PROFESSONAL TEACHING STANDARDS (NBPTS)

PROPOSITION #1:   Teachers are committed to students and their learning

PROPOSITION #2:   Teachers know the subjects they teach and how to teach those subjects to students

PROPOSITION #3:   Teachers are responsible for managing and monitoring student learning.

PROPOSITION #4:   Teachers think systematically about their practice and learn from experience.

PROPOSITION #5:   Teachers are members of learning communities

REQUIRED TEXTBOOKS

A *LiveText* software account is required. This can be purchased from
http://college.livetext.com/purchasing/

Lenz, B. K., & Deschler, D. D. (2003). Teaching content to all: Evidence-based inclusive practices in middle and secondary schools. Boston, MA: Allyn & Bacon. ISBN 0-205-39224-5

NBPTS Five Core Propositions: http://www.nbpts.org/about/coreprops.cfm

NBPTS Standards: http://www.nbpts.org/standards/stds.cfm

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th edition. Washington, CD: Author. OR consult their website at http://www.apastyle.org/elecref.html.

As part of required assignments, you will videotape and upload a 10-minute segment of whole-class discussion. Candidates should check that they have access to a suitable digital video camera and discuss with the appropriate administrator about necessary parental permission forms to use. A copy of VSU's video release form will be provided, but equivalent forms are acceptable.

COURSE DESCRIPTION

Prerequisites: Candidates must be accepted into the M.Ed. Middle Grades Mathematics and Science program prior to enrolling in this course. Assignments require candidates to be currently teaching students.

Catalog Description: The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.

Elaboration: This course focuses on effective teaching practices of accomplished teachers as defined by National Board for Professional Teaching Standards. This course builds a foundation for candidates to analyze their teaching practice and develop a professional development plan. The course may be taught as a hybrid of face-to-face and online.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I.   CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II.   KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES (CO)

The candidate will

1. Demonstrate evidence of understanding standards-based teaching practices for accomplished teachers as defined by NBPTS and COE CFS [NBPTS I, II, III, IV, V; CFS I, II, III, IV, V, VI]

2. Provide evidence of understanding issues related to diversity of students and differentiating instruction in order to teach all students. [NBPTS I, III; CFS II, III]

3. Evaluate personal instructional practice based on analysis of standardized test scores, individual student work, student surveys, and critique of videotape of instruction. [NBPTS I, II, III, IV; CFS IV, V]

4. Apply professional decision-making skills in analyzing personal and exemplary practice in light of personal and professional goals in order to develop a professional development plan. [NBPTS IV; CFS VI]

5. Demonstrate ability to collaborate with peers in advocating for educational improvements and leadership in taking action to implement changes. [NBPTS V; CFS VI]

6. Use effective written and oral communication skills. [NBPTS IV; CFS VI]

PROGRAM ACTIVITIES/REQUIREMENTS

This the entry course for your MED program. If you have not already completed a 2999 or 5999 course, several entry requirements will be completed.

- Create a program portfolio

- Complete LiveText Forms (x3)

<u>LiveText Portfolio</u>

A professional portfolio is the **required capstone product** of the program, used in lieu of comprehensive exams. Candidates work on their portfolios throughout the program. The purpose is to demonstrate knowledge, skills, and competencies aligned with standards and developed throughout the program.

Two assignments from this course will be used as required artifacts for your M.Ed. electronic portfolio, regardless of the university where you are enrolled. You may include other assignments in your portfolio if you choose. The two assignments from this course for uploading into your electronic portfolio are

- Candidate Evaluation by Students
- Professional Development Plan

The accompanying narrative for each artifact consists of four sections where you explain how the assignment provides evidence that you meet identified standards and the impact of the assignment on your professional learning and practice. For required assignments, you will upload all parts of the assignment (which may include a narrative in Word and data in Excel) and complete accompanying narrative. This should be completed at the same time as the deadline for submitting assignments in GOML. Assignments that are **required artifacts** for your portfolio must be uploaded into your portfolio and accompanying description of the artifact (description, rationale, impact, reflection) must be completed before a grade can be assigned for the assignment.

Note: No grade will be assigned for these portfolio assignments until they have been submitted correctly in LiveText.

<u>COURSE ACTIVITIES/ASSSIGNMENTS/REQUIREMENTS</u>
Detailed descriptions of all assignments together with grading criteria will be provided separately in the weekly modules.

The course is divided into weekly modules. Each weekly module typically consists of four tasks:

- Assigned readings based on the textbook and/or journal articles will be discussed in class (15 pt)
- Discussions will be lead by candidates (10 pt)
- Performance assignment (11 x 10 pt)

Performance assignments are due each week, but it is useful to consider them as belonging to four categories. The assignments are sequenced to maximize alignment with the textbook.

1. **Instructional Context** (CO 1, 2, 3, 4, 6)—Candidates will demonstrate understanding of the instructional context of their teaching practice, with particular emphasis on issues related to diversity and achievement gaps, through completing the following assignments.
   · School Report Card (Week 2)
   · Understanding Yourself (Week 3)
   · Understanding Your Students (Week 4)

2. **Assessment** (CO 1, 2, 3, 4, 6) – Candidates will demonstrate professional decision-making skills in continuous assessment of student learning and the effectiveness of their teaching practice.
   · Analysis of Student Work (week 5)
   · Analysis of A Private Universe (Week 10)
   · Candidate Evaluation by Students (Week 12)
3. **Video Analysis –Teaching Practice** (CO 1, 2, 3, 4, 6) – Candidates will plan, record, and analyze a 10-minute video of a whole-class discussion. In preparation for this, Candidates will analyze short video segments of several teachers with respect to learning environment, questioning strategies, and promoting thinking and learning, then practice selected strategies and routines.
   · Video Analysis: ViSTA videos (Weeks 6, 8, 9)
   · Video Analysis: Analyzing Personal Video (Week 13)
4. **Professionalism** (CO 1, 2, 3, 4, 5, 6) –Candidates will complete the following assignments that will provide evidence of professional skills and knowledge. These assignments act as the bookends of the course.
   · Professional Development Plan (Week 15)

COURSE EVALUATION

- Student contract: 5 points
- Performance assignments: 11 x 10 points
- In-class weekly discussion: 15 points
- Discussion leader: 10 points

A = 90+ %

B = 80-99 %

C = 70-79 %

D = 60-69 %

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

Note: No grade will be assigned for LiveText portfolio assignments until they have been submitted correctly in LiveText.

CLASS POLICIES

Late work will not be accepted after deadline (5 pm on Wednesdays) 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 a back-up plan in case of technology problems. If you anticipate problems, contact your instructor before the deadline.

All course communication (assignments and emails) should be done through Blazeview. If you have technology problems submitting your assignment in the usual manner in BlazeView, find another way to submit your assignment that validates what date and time it was sent.

- Plan B: If you cannot submit your assignment in a BlazeView, you may send it as an attachment through VSU Live email.
- Plan C: Submit a printed copy by the deadline.
  However, this is a temporary fix only. Check with tech support as soon as possible and follow up by submitting it as an email attachment in BlazeView when the problem has been resolved.

ATTENDANCE POLICY

Students are therefore expected to be professional and attend all classes. Punctuality is also essential. Students who are absent from 3 or more classes may fail the course. Multiple tardies will count as absences.

All assignments must be submitted by 5:00 p.m. before class starts.

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 a back-up plan in case of technology problems.

PROFESSIONALISM

The following areas describe the professional expectations for students in the graduate programs in 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/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.

Professionalism -- Confidentiality

In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, use pseudonyms for students and do not identify schools unless you are using information that is publically available.
Professionalism -- Copyright

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. Materials you incorporate into your assignments should not violate copyright.

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. Teachers must be able to demonstrate their use of writing for different purposes, including descriptive, analytical, and reflective writing. You must monitor email regularly and inform the instructor of any email problems or changes.

Professionalism - Assignments

All assignments should conform to the professional standards expected of graduate 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. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected.

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. The instructors in the Master's Degree Program in Curriculum and Instruction 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 to TurnItIn, a tool within BlazeVIEW and GOML.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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."

ANYWHERE LIBRARY ACCESS

The Library's databases are available only to currently enrolled Valdosta State University students. Accessing the Library's databases from home or on campus is easy. Use your BlazeVIEW campus User name and password when outside of the VSU network at home or otherwise off campus or at some other WiFi hotspot.

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 encouraged 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.

DIRECTIONS FOR SUBMITTING ASSIGNMENTS TO LIVETEXT

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are available at http://www.valdosta.edu/coe/sec/studentresources.shtml

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.

2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.

3. Hide all pages except the current assignment.

4. Submit the portfolio (single page visible).

Directions for submission:

1. Click on **Documents** tab

2. Open your portfolio, and then open the page for the current assignment.

3. Upload your assignment file(s) in the appropriate section.

4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a <u>substantive paragraph</u>.

   a. The **Description** section can be very brief.
   b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.

   a. Select **Manage Pages**.
   b. Click on the box next to **Title** to select all pages.
   c. Click on the box next to the current artifact page to unselect it.
   d. Select **Hide Pages**: **Save and Finish**.
   e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)

7. Select the appropriate assignment from the list of available assignments that appear.

8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.

9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

INSTRUCTOR (<u>Office Location</u>: COEHS 1115)

JT Cox, Ph.D.   Office: (229) 247-4598   Mobile: (850) 264-4878

Office Hours: Monday: 12pm-2pm; 3pm-5pm

                            Tuesday: 12pm-3pm

                            Wednesday: 12pm-2pm; 3pm-5pm