

**MSED 7001  
PLANNING FOR TEACHING  
SUMMER 2012  
3 SEMESTER HOURS**

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**College of Education  
Valdosta State University  
Department of Middle Grades and Secondary Education  
Conceptual Framework: Guiding Principles  
(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.

*Positively Impacting Learning Through Evidence-Based Practices*

## REQUIRED TEXTBOOKS

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Emmer, E. T., Everston, C. M., & Worsham, M. E. (2013). *Classroom management for middle and high school teachers, 9<sup>th</sup> Ed.* Boston, MA: Pearson Education.

*LiveText*. This computer program subscription must be purchased online. You will use *LiveText* throughout your entire graduate program.

Other readings for this course are electronically accessible or are given out in class, and will vary depending on students' interests and selected projects. Additional course content information is provided through Websites and recommended search engines.

## COURSE DESCRIPTION

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**Prerequisite: Completion of content major courses. Co-requisite MSED 7002.** Foundation for preparation for teaching and learning.

The focus of MSED 7001 is on classroom management, effective teaching, designing lessons and assessment, and exceptional children.

## Standards Addressed in this Course

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

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

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

IV. ASSESSMENT: Teachers 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: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

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

## **Course Objectives (CO)**

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(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Standards)

The student will:

- CO 1. Communicate effectively. (III, V, VI)
- CO 2. Design a management plan that enhances the environment of his/her classroom. (II, III, V)
- CO 3. Describe effective teachers and how they impact students' learning. (I, II, III, IV, V, VI)
- CO 4. Describe the advantages and limitations of instructional strategies and practices for teaching all students, including those with exceptional learning needs. (II, III, V)
- CO 5. Describe specific research based instructional strategies that are effective in teaching all students and individuals with exceptional learning needs. (II, III, V, VI)
- CO 6. Identify multiple types of adaptations that assist in supporting the learning of individuals with behavior problems. (I, II, III, IV, V)

## **Course Activities/Assignments/Requirements**

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### **COURSE REQUIREMENTS:**

1. Design a room plan for your instructional space for the year.
2. Develop a management plan that includes goals, rules, and procedures, and that indicates methods that are helpful for maintaining appropriate student behaviors and managing problem behaviors. Enter this plan in your LiveText portfolio with proper documentation.
3. Develop a plan for managing student work.
4. Develop a plan for the first and second days of school. Videotape a rehearsal of the first day introduction (minimum of 15 minutes).
5. Develop four or more activities that require grouping other than whole group.
6. Compile a set of conclusions, commitments, and reminders related to working with students living in poverty.
7. Complete with peers a review of research related to instructional strategies/differentiated instruction for teaching individuals with behavior problems. Present the research findings to the class.

<b>Date</b>	<b>Class #</b>	<b>Assignments Due</b>	<b>Text and Chapter</b>	<b>Topics</b>
<b>Week 1</b>				
Monday June 4	1		CM Chapter 1(8) or Chapter 2(9)	Introduction to MSED 7001 Organizing your classroom and materials
Tuesday June 5	2	Classroom sketch for Peer Review	CM Chapter 1(8) cont. or Chapter 2(9)	Arranging your classroom for maximum learning
Wednesday June 6	3		CM Chapter 2(8) or Chapter 3(9)	Considering rules and procedures Writing rules and procedures
Thursday June 7	4	Assignment #1: Design of Classroom	CM Chapter 2(8) or Chapter 3(9)	Writing and teaching procedures
<b>Week 2</b>				
Monday June 11	5	Draft of Assignment #2a that includes basic rules and procedures	CM Chapter 3(8) or Chapter 4(9)	Managing student work; grading procedures, communicating expectations Planning for the first day of school
Tuesday June 12	6		Handout	Poverty: Definitions and resources Role of Language and story Hidden rules among classes
Wednesday June 13	7	Assignment #2a Management Plan	Handout	Poverty: Characteristics of generational poverty Role models and emotional resources Support systems
Thursday June 14	8		CM Chapter 4(8) or Chapter 5(9)	Planning for the beginning of school
<b>Week 3</b>				
Monday June 18	9	Assignment #3: Plan for managing student work	CM Chapter 5(8) or Chapter 6(9)	Planning and conducting instruction Managing whole-group instruction Managing transitions Checking for understanding
Tuesday June 19	10	Assignment #2b: Management Plan artifact in LiveText completed	CM Chapter 6(8) or Chapter 7(9)	Cooperative Learning Managing and monitoring groups

Wednesday June 20	11	Assignment #4: Plan for first and second days of school Assignment #4b Videotape	CM Chapters 7 and 8(8), or Chapters 8 and 9(9) Handout	Communication skills for teaching Relationship of poverty to instruction and improving achievement
Thursday June 21	12	Assignment #5: Four activities for groups other than whole group	CM Chapter 9(8) or Chapter 10(9) Handout, and conclusions	Managing behavior problems Poverty and discipline Poverty and creating relationships
<b>Week 4</b>				
Monday June 25	13	Assignment #6: Lessons learned about poverty		Developing a personal management philosophy
Tuesday June 26	14		CM Chapters 9 and 10(8), or Chapters 10 and 11(9)	Special behavior problems Managing special needs groups
Wednesday June 27	15	Assignment #7a: Problem Behavior Strategies Assignment #7b: Presentation of Research		Presentations

## Course Evaluation

### GRADING SCALE

90 – 100 %	A
80 – 89 %	B
70 – 79 %	C
60 - 69 %	D
59 and below	F

## Scoring

Assignment #	Title	Point Value	Points Earned
1	Design of Classroom	10	_____
2a	Management Plan	10	_____
2b	LiveText Entry	5	_____
3	Managing Student Work	10	_____
4a	First and Second Days of School	10	_____
4b	Video	10	_____
5	Activities for Groups	10	_____
6	Lessons Learned about Poverty	10	_____
7a	Problem Behavior Strategies	10	_____
7b	Presentation	10	_____
8	Participation	5	_____
Total		100	_____

NOTE: A student who earns 0 points on any assignment will not be eligible for an A.

## Attendance Policy

You are expected to attend all class meetings. The College of Education requires students to adhere to the absence regulations as stated in the University's Undergraduate and Graduate Catalogs. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism.

## 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.

- 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 will receive zero grades for the assignment.

## Policy Statement on Plagiarism and Cheating

There are no group assignments in this course. Assignments in this course are designed to focus evidence of understanding based on individual experience. All work submitted should be original.

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 in the 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:**

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

**SECOND OFFENSE:**

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

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."

## **Special Needs 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 sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## 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](mailto: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>.

<http://www.valdosta.edu/academic/DirectionsforAccessingandCompletingSOIs.shtml>

## How to Submit Portfolio Assignments in 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 listed below: <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.

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 substantive paragraph.
  - 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.

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## Instructor Information

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Dr. Ellice Martin  
Dewar College of Education  
Office 1050

### Office Telephone Number

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(229) 333-5611 (Secretary)  
(229) 333-5657 (My Office)  
(912) 487-2591 (Home)  
(229) 548-0380 (Cell)

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### Office Hours as stated below and by appointment

Monday 1:00 – 2:00  
Tuesday 11:00-12:00 and 1:00 – 2:00  
Wednesday 11:00 – 12:00 and 1:00 – 2:00  
Thursday 1:00 – 2:00

**E-mail Address**     [epmartin@valdosta.edu](mailto:epmartin@valdosta.edu)

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