

MSED 7021
Apprenticeship in Teaching
2 semester hours
Fall 2013

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

REQUIRED TEXTBOOK

LiveText Software

COURSE DESCRIPTION

Co-requisite MSED 7020. Supervised apprenticeship in an appropriate educational setting for certification requirements for the MAT degree program.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

Field applications of the following conceptual framework standards are demonstrated:

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and 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

By the end of the apprenticeship the student will be able to:

1. apply psychological principles and educational theory learned in professional courses and psychology courses. (CFS I- III)
2. plan and implement lessons that are appropriate for students' abilities and based on appropriate subject content. (CFS II-V)
3. demonstrate the ability to design and conduct lessons for a diverse population based upon state and national standards; include the use of technology. (CFS I-IV)
4. work collaboratively with the university supervisor and school administration to evaluate students' learning and their own pedagogy. (CFS IV, VI)
5. cooperate with and follow the guidance of mentor teachers and university supervisors. (CFS VI)
6. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (CFS VI)
7. speak and write in Standard English. (CFS I-VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. METHODS COURSE

You will receive a Methods Course Component Handout with details on the following assignments from your Methods Course Instructor. This will take place August 12 – October 25.

Assignment	Points
Professional Membership	5
Professional Organization Website Review	10
Professional Literature Review	10
Materials/Resources for Classroom Learning Environment	10
Lesson Plan #1	10
Lesson Plan #2	10
Reflective Practice	20
Other – According to Content	25
Total Assignment	100

2. FIELD EXPERIENCE

You will be assigned to a classroom according to the certification you are seeking. All middle grades majors will be assigned to a 4th or 5th grade classroom and all secondary majors will be assigned to a high school classroom. This will take place early in the semester until October 25.

Certification	Attendance	Grade Level
Middle Grades Education – attending one methods course	Two days per week	4 th or 5 th
Middle Grades Education – attending two methods course	One day per week	4 th or 5 th
Secondary Education	Two days per week	9 th -12 th

Daily Reflections – Choose a question and respond for each day that you are in an elementary or high school. Vary your question selection. The goal is for you to provide a meaningful reflection, so that you can see your own change in thoughts over time (expectation is a solid paragraph). – 25 points

What are your current beliefs, attitudes and assumptions regarding your role as teacher?

What would you say about your experience in this classroom?

Did you have any misconceptions about teaching upon your arrival?

Where are your strengths as a teacher? What remains a concern for you?

How is this experience meeting or not meeting your expectations?

How have you developed as a teacher?

What expectations do you have for the next time you visit this classroom?

What feelings or ideas about you as a teacher seem really strong at this point?

What goals do you have for yourself as a teacher right now?

3. APPRENTICESHIP

You will be assigned to a middle (Middle Grades Education Majors) or high school (Secondary Education Majors) classroom for four weeks (October 28 – Nov 22). Details on requirements will be provided at the Apprenticeship Meeting in October.

4. LIVETEXT FORMS

Complete the Field Experience Placement form (hours in assigned field experience for this course) using the directions below.

How to Complete Forms in LiveText

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required.
Below are some tips for each type of question you may encounter:
 - **Short Text:** Enter responses up to 255 characters.
 - **Long Text:** Enter responses up to 65,000 characters.
 - **Date:** Enter the date according to the provided format (MM/DD/YYYY).
 - **Radio Buttons:** Click the button to the left of the appropriate choice. Only one choice may be selected.
 - **Dropdown:** Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
 - **Checkboxes:** Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
 - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
 - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.

EVALUATION

1. Methods Course	100 points
2. Field Experience	25 points
3. Apprenticeship	100 points
4. LiveText – Field Experience Form	5 points

TOTAL = 230 points

A = 207-230

B = 184-206

C = 161-183

D = 138-160

F = Below 138

Professionalism
Middle, Secondary, Reading, and Deaf Education Department
Valdosta State University
Fall 2013

Professional Behavior: As a teacher candidate, you are a guest in the public schools. You are representing Valdosta State University, the Dewar College of Education, the Middle, Secondary, Reading and Deaf Education Department and yourself. It is imperative that professionalism be exhibited at all times.

Appropriate Dress for Teacher Candidates: You are a role model for students, so how you dress will be important.

- **Clothing:** All clothing should be clean, pressed, well-fitting and in good condition. On any casual day (Friday/special event/field trip) appropriate casual clothing may be worn, but no jeans are allowed.
- **Jewelry:** No nose rings, lip rings, tongue studs, eyebrow rings or facial piercings are allowed. No earrings are allowed for male students.
- **Nametags:** The VSU professional nametag should be worn at all times.
- **Tattoos:** All tattoos must be covered, if possible.
- **Male:** Dress pants and a shirt with tie are required. Ties are optional on casual days. Dress shoes or casual shoes must be worn. No tennis shoes or flip flops are allowed.
- **Female:** The entire body must be appropriately covered, so no cleavage, stomach or backside can be showing (even when bending and stooping). Leggings and long shirts are not allowed. Skirt length can be no shorter than three inches above the knee. Dress shoes (heel height of two inches or less) or casual shoes must be worn. No tennis shoes or flip flops are allowed.

Electronic Devices: Cell phone use should be limited to planning, lunch, or before or after school. Cell phones should never be used during class time. Other personal electronic devices should not be used while on the public school campus.

Confidentiality: It is possible that you will have access to confidential information about students. It is unethical to share any confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.

Social Media: As a future educator, social networking sites such as Facebook, Twitter, etc. should represent high personal and professional standards. If you have postings on any of these sites, you must remember that they are public and may be viewed by school personnel and students. If school personnel find your postings unprofessional they can request your removal from their school. Do NOT post any P-12 student's picture on your site.

Appropriate Handling of Discipline: The teacher candidate is expected to handle discipline as outlined by school policy and the mentor teacher. Teacher candidates are not allowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort for any student.

ATTENDANCE POLICY

The following requirements are mandatory for all student teachers to report missed time:

1. Contact your course instructor or mentor teacher (wherever you are scheduled to be that day).
2. Email Mrs. Fuller (mefuller@valdosta.edu) the reason for your absence and the total amount of time missed.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary 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. It is expected that future teachers conduct themselves with the professionalism that is 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.

- 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 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. 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 SafeAssign, a tool within BlazeVIEW and GOML. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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."

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 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>.

INSTRUCTOR

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Office Hours*
MON: 1 PM - 5 PM
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WED: 10 AM – 1 PM
Or by appointment